

MAY 4 - 1934

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THE AMERICAN  
**School Board Journal**  
A PERIODICAL *of* SCHOOL ADMINISTRATION



MAY  
1934

THE BRUCE PUBLISHING COMPANY  
MILWAUKEE

NEW YORK

CHICAGO

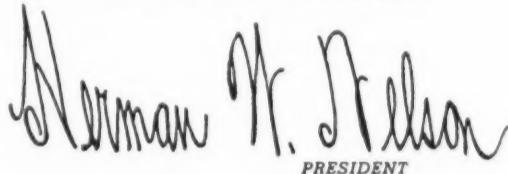


## A DIFFICULT PROBLEM SOLVED

THE remaining days of the school year bring difficulties to school authorities and teachers. Bright spring days make boys and girls restless and difficult to control. They desire to be out-of-doors in natural surroundings rather than in the artificial environment of the school classroom.

It requires the best from teachers to keep the children attentive and it is agreed that every effort should be made to assist them with this task. The engineers of The Herman Nelson Corporation have always kept this problem before them and have worked toward its solution until today Herman Nelson units provide the maximum in cooling capacity. This cooling capacity goes a long way towards preventing overheating in classrooms on spring days when the bright sun of spring months combines with the heat from the pupils to cause indoor temperatures to climb, although outdoor temperatures may be quite low.

The high velocity vertical jet discharge of the Univent and the Her-Nel-Co Air-Conditioner makes possible the introduction into the classroom of low temperature outdoor air when it is necessary for cooling. Ventilating units which lack the high velocity vertical jet, must limit the introduction of this cool outdoor air in order to prevent drafts. If you are considering the purchase of school air-conditioning equipment we suggest that you have a Herman Nelson representative explain the merits of the Her-Nel-Co Air-Conditioner and the Univent, as this equipment makes possible the maintenance of a desirable temperature without danger of drafts.



PRESIDENT

## THE HERMAN NELSON CORPORATION

*Heating, Ventilating and Air-Conditioning Equipment for Schools*

MOLINE, ILLINOIS

*In all types of Buildings*

**LARGE or SMALL**  
**OLD or NEW-**



## JOHNSON *Automatic Control Systems*

### "Duo-Stat" Zone Control

Heat conservation in existing buildings—or new ones—by means of JOHNSON "DUO-STATS." The various zones of the heating system controlled in accordance with the proper relationship between outdoor and radiator temperatures. Also, switch and clock control of heating risers.

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Thermostats, humidostats, switches, and a variety of special apparatus to control valves, dampers, and other apparatus on temperature or humidity variation. Heating, cooling, humidifying, dehumidifying—whatever the problem, Johnson equipment is readily available.

### Room Temperature Control

Room thermostats to operate radiator valves, dampers, or unit conditioning machines. The well-known Johnson "Dual" thermostats to maintain a reduced, economy temperature in unoccupied rooms while the rest of the building is at normal temperature, or for night operation of the entire building. Separate steam mains are not required.

### Periodic Flush Systems

Johnson periodic flush systems save water, utilize the full force of the water pressure for cleansing, and reduce the load on supply and waste pipes by accomplishing intermittent flushing in various parts of the building.

## JOHNSON SERVICE COMPANY

Main Office & Factory: Milwaukee, Wis. • Branch Offices in Principal Cities

**JOHNSON HEAT CONTROL**

*"We'll Put Our Money in*

# DRI-BRITE

ORIGINAL NO-RUBBING LIQUID  
FLOOR WAX



**IT WEARS LONGER"**

*-says the Purchasing Agent*

"As you well know, the 'P.A.'s' job carries quite heavy responsibilities. And every one in the world comes to sell us something. Now, I buy Dri-Brite, No-Rubbing Floor Wax, first, because the Miracul Wax Co. is a dependable source of supply. Second, because Dri-Brite is always uniform in quality. Third, because of its distinctive features of ease of application—greater covering capacity—and long wearing qualities—it costs less. Also, being non-inflammable, I don't have to make special arrangements about storage or insurance. So, having tried many other kinds of floor wax, I say buy Dri-Brite and accept no substitutes."

**"It's easier to apply"**  
— says the Janitor

"No weary, back-breaking hours of rubbing and polishing. No job to keep floors clean—one wax for all types of floors—that's Dri-Brite, No-Rubbing Liquid Floor Wax. I recommend it."

**"It's easier to keep clean"**  
— says the Superintendent

"Dri-Brite, No-Rubbing Floor Wax means fewer workmen—less labor costs, beautiful floors—no floor troubles—less worry. Money saved all-round."

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*Coupon brings free trial of*  
**DRI-BRITE FLOOR WAX**

MIRACUL WAX CO., 1322 Dolman St., St. Louis, Mo.  
Without obligation please send me trial can of Dri-Brite,  
the original no rubbing, no polishing floor wax.

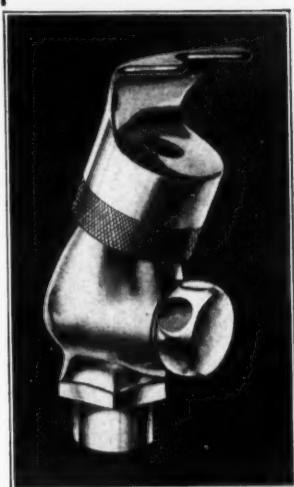


ASBJ 5-34

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## "Century" No. 700 Automatic Drinking Fountain Bubbler



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Automatic Stream Control incorporated in Bubblerhead. Easily accessible.

Water from lips of drinker cannot fall back on orifice of Bubbler.

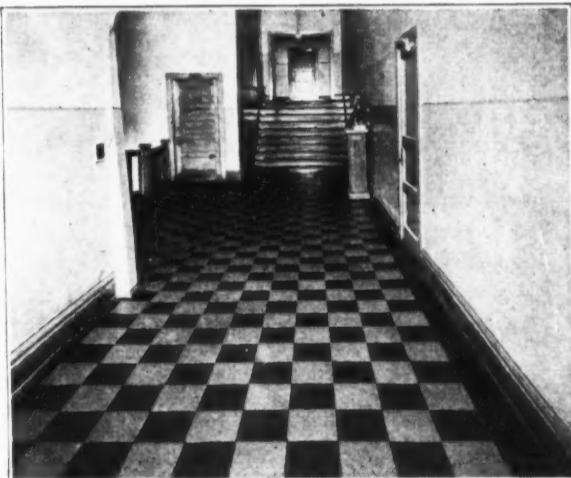
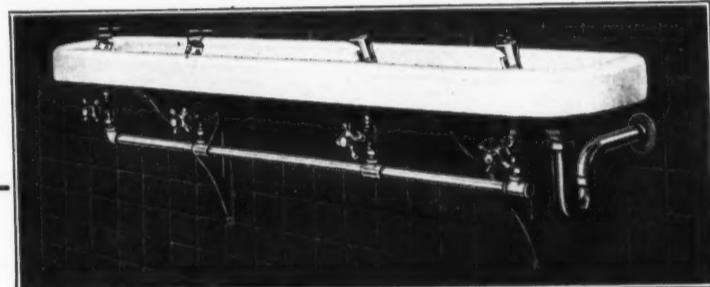
Positive non-squirt feature. Impossible to squirt water from Bubbler head.

More than fully complies with all rules and regulations of American Public Health Association.

Approved in all states having regulatory laws governing Sanitary Drinking Fountains.

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Belleville, Illinois



## Tile-Tex Resilient Floor Tile

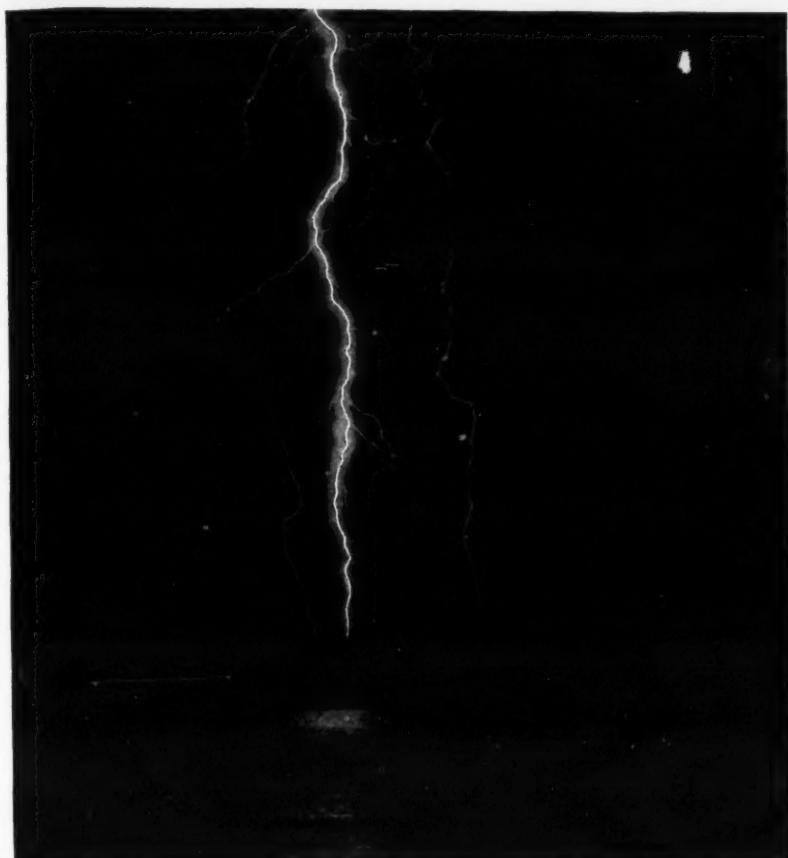
Hundreds of schools are using it because it is durable—beautiful—easy to maintain and the most economical in first cost.

\* Send for Our Free Book — "FLOORS THAT ENDURE"

**The Tile-Tex Company**

1233 McKinley Avenue

Chicago Heights, Ill.



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The utility company which supplies your school with electric power uses every resource known to modern science to prevent interruptions in the service. But no community is immune to freak thunder-storms, to fires and accidents which may temporarily cut off electric power. If a crowded assembly room is suddenly plunged in darkness, the occupants may act impulsively. Danger lurks in darkness!

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BATTERY SYSTEMS

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UP

THE ELECTRIC STORAGE BATTERY COMPANY, Philadelphia  
The World's Largest Manufacturers of Storage Batteries for Every Purpose  
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Holophane lighting in the Science Laboratory  
of Roosevelt High School, Dayton, Ohio

## Scientific Lighting for Every School Need

HOLOPHANE Planned Lighting produces the greatest amount of useful light from a given investment in electric current and lamps.

In schools and colleges throughout the country Holophane proves its educational value by conserving eyesight and promoting better work.

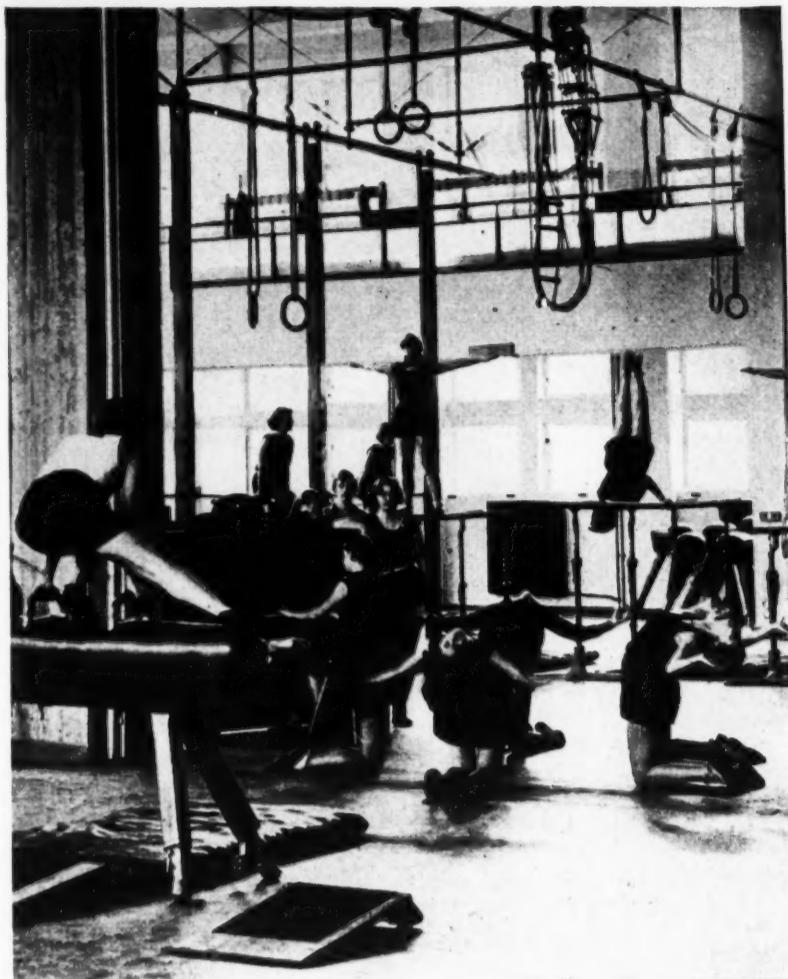
For every area in your school—indoor and outdoor—there is a Holophane unit specifically adapted to provide the most appropriate illumination at the lowest operating cost.

A highly specialized engineering department is maintained for the purpose of giving free planning and specification service on lighting. Just state your problem, and leave the solution to Holophane.—Holophane Co., Inc., 342 Madison Ave., New York. Offices also in Toronto. Works, Newark, Ohio.

Illumination Service Since 1898



**H O L O P H A N E**  
**P L A N N E D L I G H T I N G**  
produces the greatest amount of useful light



## DO YOUR WASHROOMS PROTECT THE HEALTH DEVELOPED IN YOUR GYM?

The equipment of modern schools represents the last word in thoughtful planning. For educators know that physical health is as much their responsibility as mental development. And washroom appointments these days must meet standards as high as the equipment of laboratories, workshops and gymnasiums.

A. P. W. Onliwon Tissue in Onliwon Cabinets is a sound choice from the standpoint of economy as well as health. Onliwon Tissue is soft, absorbent and perfectly safe for children. It is in use in more schools than any other tissue on the market.

Onliwon Cabinets serve two sheets at a time, keeping the remainder safe from dust and dirt—protected against the germs that spread through indiscriminate handling. At the same time, waste and untidiness are reduced to a degree impossible with unprotected roll tissues.

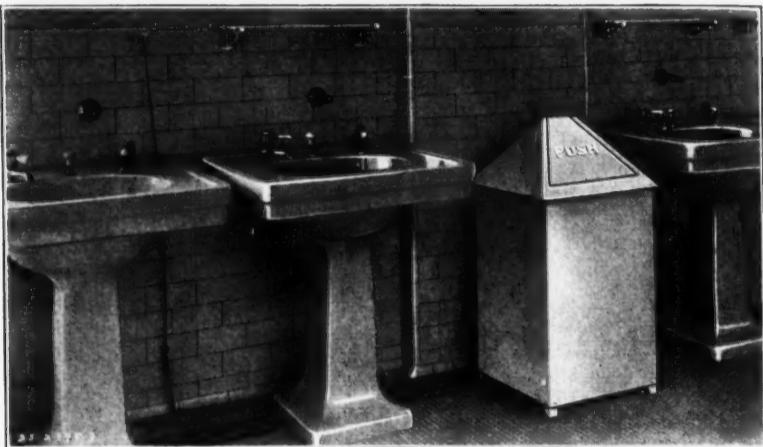
If you have not already installed it, send in your order for the complete A. P. W. Washroom service—A. P. W. Onliwon Tissue and A. P. W. Onliwon Towels.



**A.P.W.**

Without obligation, write A. P. W. Paper Co., Albany, N. Y., for samples and/or name of local distributor. He is as near you as your telephone.

## SOLAR WASTE RECEPTACLES in WASH ROOMS



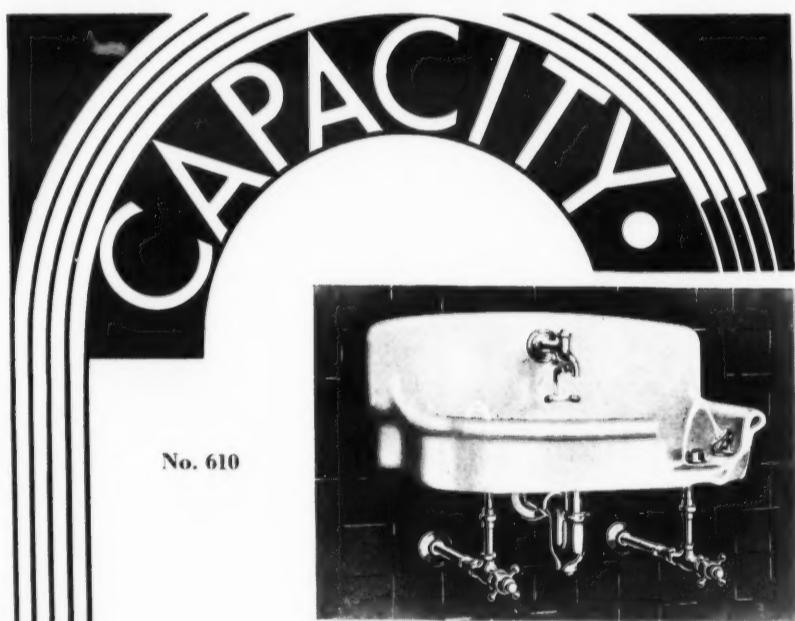
CLEAN, neat, attractive-looking washrooms by the use of Solar Self-Closing Receptacles

SOLARS hold the waste and keep it out of sight. They create an atmosphere of order and efficiency so necessary in schools. At the top, they open with ease and close automatically—and remain closed at all times. A typical letter from a satisfied user states: "It is always neat and always keeps the room neat. We use SOLARS in all parts of the building."

Use these silent receptacles in classrooms, corridors, washrooms, lobbies, cafeterias, manual training and domestic science rooms. A variety of sizes and colors to meet every need.

Send today for full information and prices on these expense-reducing receptacles.

**SOLAR-STURGES MFG. CO.**  
MELROSE PARK ILLINOIS



No. 610

● Where peak periods are encountered, such as in schools, this convenient Halsey Taylor unit will meet the need. Two can drink from its sanitary stream at a time, and in addition it has glass filler attachment. The same sanitary features as distinguish all Halsey Taylor fountains. Write for illustrated catalog.

**THE HALSEY W. TAYLOR CO., Warren, Ohio**

**HALSEY TAYLOR**  
**DRINKING FOUNTAINS**

# P.W.A.

*... and the ...*

Lakefield Public Schools  
INDEPENDENT DISTRICT NO. 3  
HAROLD C. BAUER, SUPERINTENDENT

March 16, 1934.

Minneapolis Honeywell Regulator Company,  
Minneapolis, Minnesota.

Gentlemen:

I do not have the outside temperatures for the past two months, but the following figures are available on heating costs, before and after installing the Modutrol Temperature Control System. The average fuel bill for 1930, 1931 and 1932 was \$619.50 for the month of January. The fuel bill for January 1934 was \$508.52, making a difference of \$117.18. The average fuel bill for 1931, 1933 and 1933 was \$651.75 for the month of February. The fuel bill for February, 1934 was \$455.12, making a difference of \$196.63. The average saving from the use of the Modutrol System in this two month period thus amounts to 85.6%.

I might add that we are very well satisfied with our installation at this time and feel that over a period of time we are going to accomplish a considerable saving.

Your treatment of us was courteous in the extreme and your analysis of our situation was careful, critical and correct. Both you and your organization are to be complimented for the splendid business relations established.

Very truly yours,

Harold C. Bauer, Sup't. of Schools  
HOB:DMR

**23.6%** FUEL SAVING

PWA funds, as well as other federal work relief grants, must be justifiable expenditures. A Minneapolis-Honeywell Modutrol System is self liquidating and thus completely meets these requirements by effecting important fuel savings in addition to vastly improved comfort . . . The M.H.E. can quickly show you how you can take advantage of federal work relief grants with a Modutrol System installation . . . Minneapolis-Honeywell Regulator Co., 2830 Fourth Avenue South, Minneapolis, Minn. Branch or distributing offices in all principal cities.

\*  
**M.H.E.**

\* MINNEAPOLIS - HONEYWELL ENGINEER

The Glenwood Public Schools  
E. H. HEDBERG, SUPERINTENDENT  
Glenwood, Minnesota  
March 4, 1934

Minneapolis Honeywell Regulator Company  
Minneapolis, Minnesota.

Gentlemen:

Following are the figures on our heating costs and outside temperatures, before and after we installed a Modutrol System of temperature control. The figures were taken from the Glenwood office of the Northern States Power Company and show a fuel saving of 36.5 per cent, with outside temperatures averaging 10° colder.

Year	Month	Ibs. of Steam	Av. Temp. for Mo.	Costs
1930-31	Jan.	244,000	15.5° above	\$166.80
1931-32	Jan.	152,000	5.5° above	108.80
1930-31	Feb.	225,000	25° above	152.95
1931-32	Feb.	136,000	15.5° above	96.40

Modutrol System Controls were installed on January 1, 1932

Total Heat Cost - January and February - 1931 - \$319.55  
Total Heat Cost - January and February - 1932 - \$203.20  
Difference - - - - - \$116.35 (36.5%)

Av. Temperature - 1931 (January - February) - 21.7° above  
Av. Temperature - 1932 (January - February) - 11.5° above  
Difference - - - - - 10.5°

*E.H. Hedberg  
Superintendent*

**36.5%**  
FUEL SAVING  
WITH OUTSIDE TEMPERATURE 10° LOWER

**MINNEAPOLIS - HONEYWELL**  
Control Systems

**PERMANENT  
Acoustical Correction  
at LOW COST**



**Paintability, Decorative Value,  
Ease of Handling  
Distinguish ACOUSTI-CELOTEX**

Several important points in connection with the correction of acoustical conditions in school buildings should be given careful consideration:

1. *Select a sound-absorbing material that can be painted repeatedly without losing its effectiveness.*

Acousti-Celotex offers this vastly important advantage. Due to our exclusive and patented method it may be painted repeatedly without reducing efficiency.

2. *Check up on current costs of sound-absorbing material.*

Acousti-Celotex costs are lower now. Remember also that the new Type A Acousti-Celotex—a half-inch product—costs much less than the other types and

*Acousti-Celotex on the ceiling absorbs the noises of the Auburn Senior High School Cafeteria, Auburn, N. Y.—Hillger & Beardsley, architects.*

yet has a surprising degree of sound-absorbing efficiency.

3. *Consider decorative value, ease of handling.*

Acousti-Celotex comes to you in the form of Modern Tile Units that lend themselves readily to attractive designs. They may be painted or stenciled to harmonize with any interior.

Acousti-Celotex tiles are applied directly to existing walls and ceilings and are easily handled. There need be no disturbance of school routine.

Remember: Quiet schoolrooms promote mental hygiene.

**PAINTABLE  
ACOUSTI-CELOTEX**

PERMANENT  
U. S. PATENT OFFICE

ACOUSTI-CELOTEX BUREAU  
919 North Michigan Ave., Chicago, Ill.  
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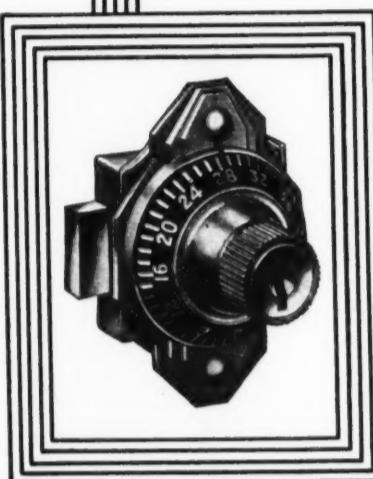
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LOST KEYS  
*a problem in your  
locker rooms?***



**Yale Combination Locker  
Locks will correct it.**



Adaptable to old and new lockers. Maximum security—more convenient. Also provide needed supervisory control of all lockers.

Greater utility. Combinations changeable with each change of locker occupant.

**Write for additional  
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**THE YALE & TOWNE MFG. CO.  
Stamford, Conn. U. S. A.**

**ACCURACY**                           **DURABILITY**  


**No other  
INVESTMENT  
Pays Larger Dividends**

—than Powers Automatic Temperature Control for heating or ventilating systems.

*Fuel Savings* that result from eliminating OVER-Heated rooms, often pay back the cost of Powers Control in 1 to 3 years.

*Better Health*—Colds and other ills are reduced where temperature is Accurately controlled at the proper point.

*Improved Efficiency*—Correct room temperatures promote mental and physical efficiency.

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nearest office (see your phone directory).**

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**40 Years of Specialization in Temperature Control**

**Chicago: 2721 Greenview Ave. New York: 231 E. 46th St.**

**OFFICES IN 43 CITIES**

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by MEDART

MEDART PLAYGROUND APPARATUS, complete in every detail, embodying every known safety and durability feature, is the result of 60 years manufacturing experience. While it gratifies the child's desire for wholesome play, each piece of MEDART PLAYGROUND APPARATUS is designed to promote the right type of physical development.

We will gladly help you plan the most efficient and economical installation, without obligation.

Also, manufacturers of Gymnasium Equipment, Basketball Backstops, Steel Lockers, Steel Shelving and Steel Cabinets. Catalogs of any of these lines sent free on request.

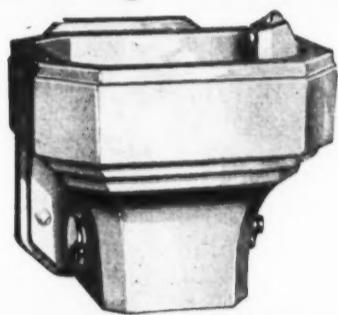
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of Playground Apparatus

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3530 DEKALB STREET      »      »      »      »      ST. LOUIS, MO.

*Sales Engineers in all Principal Cities*

## Specify RUNDLE-SPENCE Drinking Fountains

FOR YOUR



## SCHOOL BUILDINGS

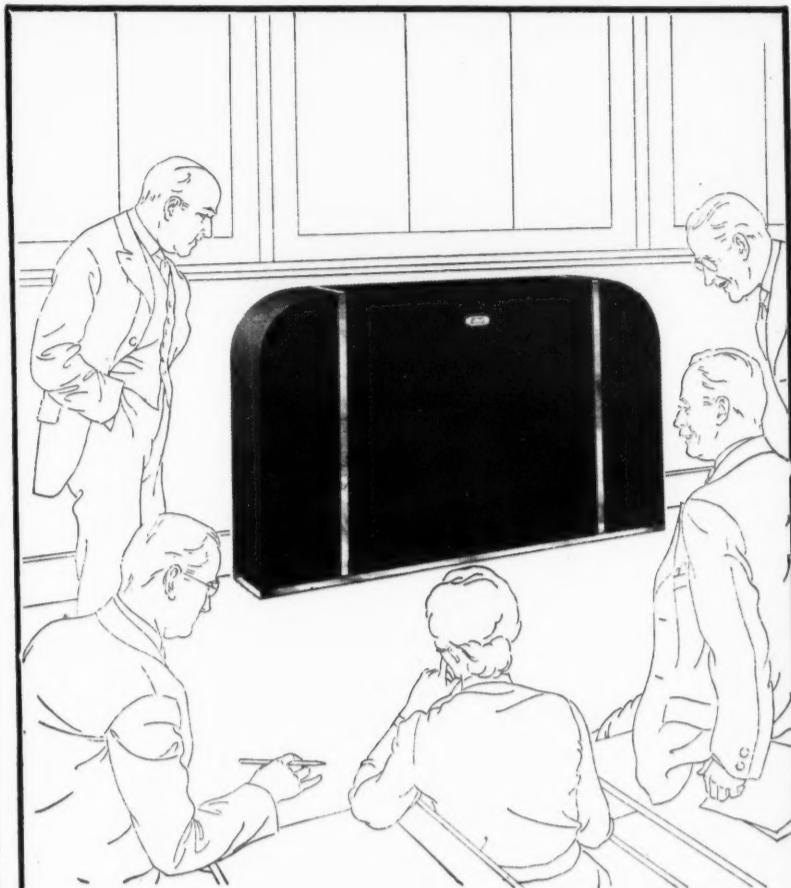
The design and construction features of the R-S line assure you of sanitary, beautiful and practical drinking fountains that are economical and serviceable.

Illustrated here is the Model No. 122 Wall Fountain. It is symmetrically designed, mechanically perfect and available in six colors to harmonize with any school interior.

The advanced sanitary standards of this Rundle-Spence Model are evident in the angle stream non-squirting jet and the placing of the nozzle orifice above the bowl rim to prevent contamination if drain clogs.

*There are many other wall and pedestal models in our complete line. Write for illustrated catalog.*

**RUNDLE-SPENCE MFG. CO.**  
444 No. Fourth St. Milwaukee, Wis.



## School Boards Choose Nesbitt-built Units

**because they completely meet these needs :**

### 1. Healthful Heating and Ventilating

Nesbitt-built units deliver Syncretized Air—they control and harmonize both the minimum air-stream temperature and the desired room temperature so that cold drafts and overheating are positively prevented. They bring perpetual June to the classroom.

### 2. Maximum Fuel Economy

Nesbitt-built units are adjustable to deliver all or part outdoor air—but always SOME outdoor air—to occupied classrooms, with the lowest fuel cost obtainable. Ventilating costs of less than 1 cent per hour per classroom are effected.

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Nesbitt-built units are noted for quality, long life, and trouble-free performance. These dual-control models are so simply adjustable to perform in a variety of ways that future legislation will not outmode them.

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Nesbitt-built units beautify the classroom by enclosing all pipes, valves and controls in an artistic unit casing, which fits under the ordinary window sill and extends only eight inches into the aisle. They are styled conservatively moderne, in a rich, unobtrusive color, with stainless steel trim.

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**"Tomorrow's Heating and Ventilating Unit Today"**  
Write to John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa.  
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## SYNCRETIZED AIR

is produced by the Nesbitt-built  
Universal Units and Buckeye Heatovents

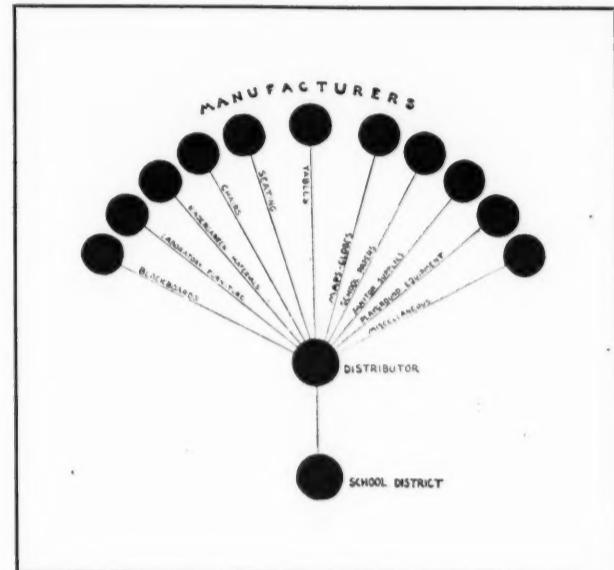
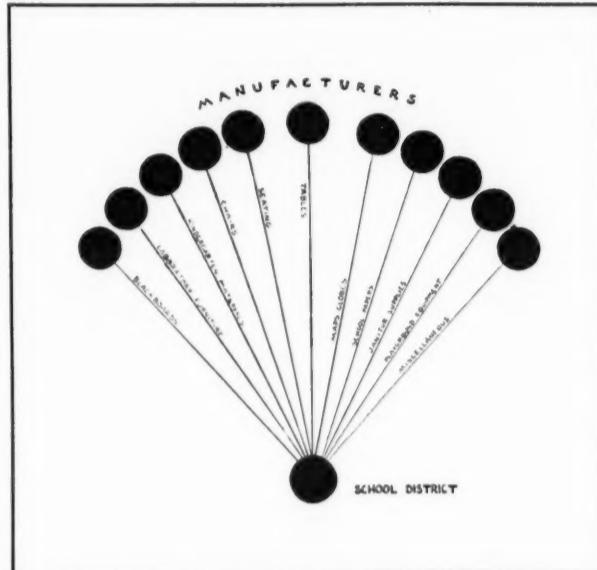
*Sold by American Blower Corp., John J. Nesbitt, Inc., and Buckeye Blower Co.*

# HAVE YOU

visualized the place of the school distributor as an economic agency in your educational program?

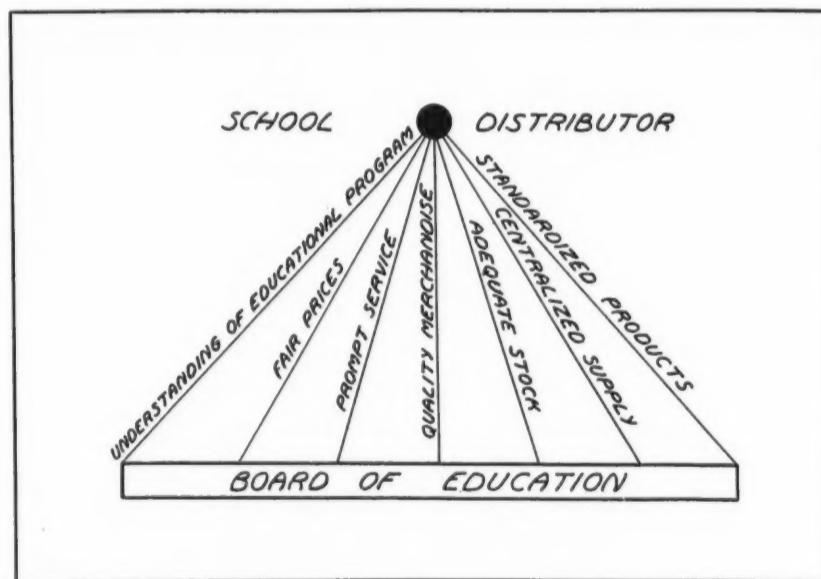
# HAVE YOU

considered the economy of selling a group of lines of merchandise as against a single line? Here is the picture.



# HAVE YOU

considered the value to you in time and energy of few salesmen representing many lines of equipment and supplies as against many salesmen each handling a few lines, as visualized above? Also a variety of other services as visualized below?



It is a satisfaction to know the men from whom you buy.

**National School Supplies & Equipment Association**

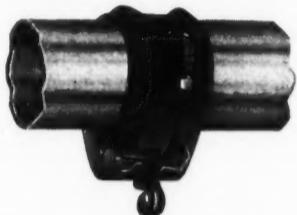
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## A "Step-a-head" Plan in the Sale and Purchase of Playground Equipment



Nigrum Oil-less and noiseless  
Roller Bearing.



Malleable Iron Stair Tread.



Tripod End Fitting, showing  
penetrating, interlocking knobs.

**I**N DESIGNING Burke-Built Playground Apparatus as the best possible equipment for the school children of America, every essential development in Play Equipment has been incorporated, with safety as the predominating factor.

Expert designers and engineers with the Burke experience in Steel Fabrication and the manufacturing facilities of a modern factory guarantee the superiority of Burke-Built apparatus and the reliability of the organization behind the product.

In the sale of Burke-Built Playground Apparatus, a fleet of display cars carry the actual equipment to the purchaser for examination before buying. This unique feature facilitates the purchase of Playground Equipment and provides an expert service in equipping school playgrounds.



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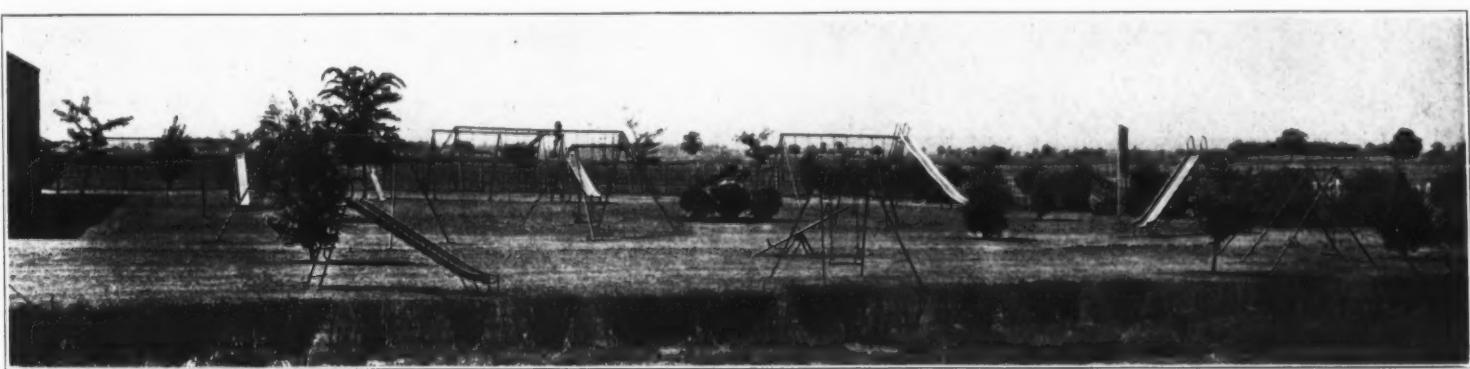
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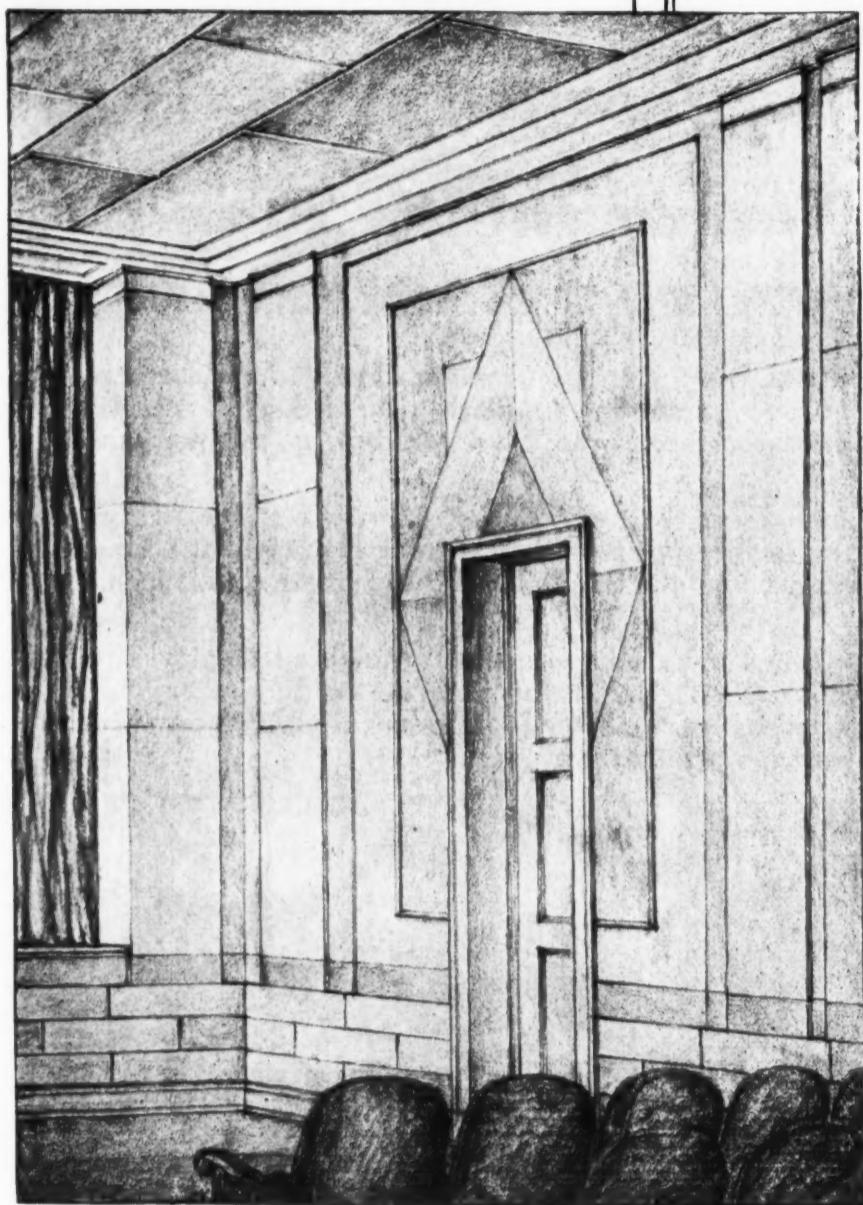
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FOND DU LAC, WISCONSIN



The BURKE-BUILT Experimental Playground.

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.... this quick, low cost way to get a wonderful new school auditorium

**I**N AN almost unbelievably short time—and at amazingly low cost—you can entirely transform the old school auditorium or build a new one. You can do this WITHOUT the added expense of plastering, decorating, insulating or acoustical treatment.

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Please send me, without obligation, information about Nu-Wood and illustrations showing the application of Nu-Wood to school interiors.

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# Nu-Wood

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# THE AMERICAN School Board Journal

A Periodical of School Administration

Eastern Office:  
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CHICAGO, ILL.

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The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.

## Advertising by Invitation

THE new approach bearing on the relations which obtain between producer and consumer ought also to bring into the fore the attitude which the publisher ought to maintain on the subject of advertising. If higher standards in the relations of life are to be observed, there must also follow a finer discrimination between right and wrong in the business world.

There is no denying that the school field has experienced some annoying situations. Those who have held to honorable methods in the commercial relations with the school public have encountered some vexatious experiences. A ruinous rivalry rather than a wholesome competition has obtained.

The trailer and camp follower who in a conscienceless manner pilfers the achievements and accomplishments of the honorable producer must be curbed. At any rate, he must be denied the privilege of advertising his ideas and wares in a reputable publication. An unethical procedure should not be tolerated in business any more than in any other relation of life.

The scramble for profit has ignored rights and prerogatives won by merit and honest endeavor, and has gone to the extreme. There are those whose genius is centered upon dishonest gain and carried just far enough to keep the perpetrator out of jail. A number of instances of this kind might be cited.

The duty of the thoughtful and honorable publisher is clear. He must discriminate between the honest and dishonest, and invite the producer and distributor whose goods are honestly made and honorably marketed. He must exclude the selfish and unscrupulous from his advertising pages.

This embodies the policy to which the AMERICAN SCHOOL BOARD JOURNAL pledges itself. The invitation to be represented in its advertising pages must only go to an approved list. None others will be admitted. The school public in its commercial dealings is not only entitled to the best things achieved by the human mind, but it is also entitled to that protection which eliminates from the scene the irresponsible and unworthy. If the new deal means anything it means honorable methods all along the line, from producer to consumer. And that includes the publisher. He must stand for the things that are absolutely on the square. Nothing less will suffice.

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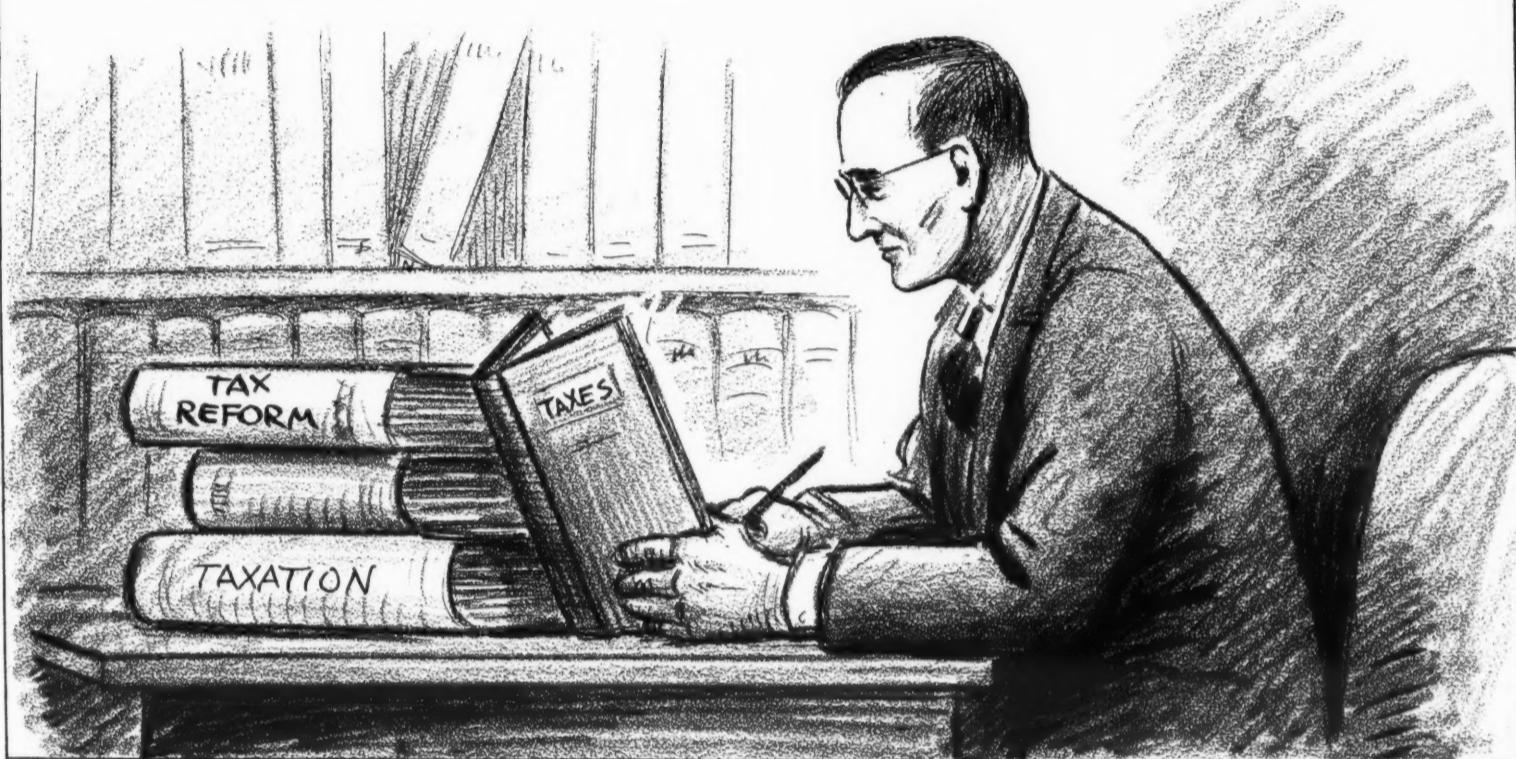
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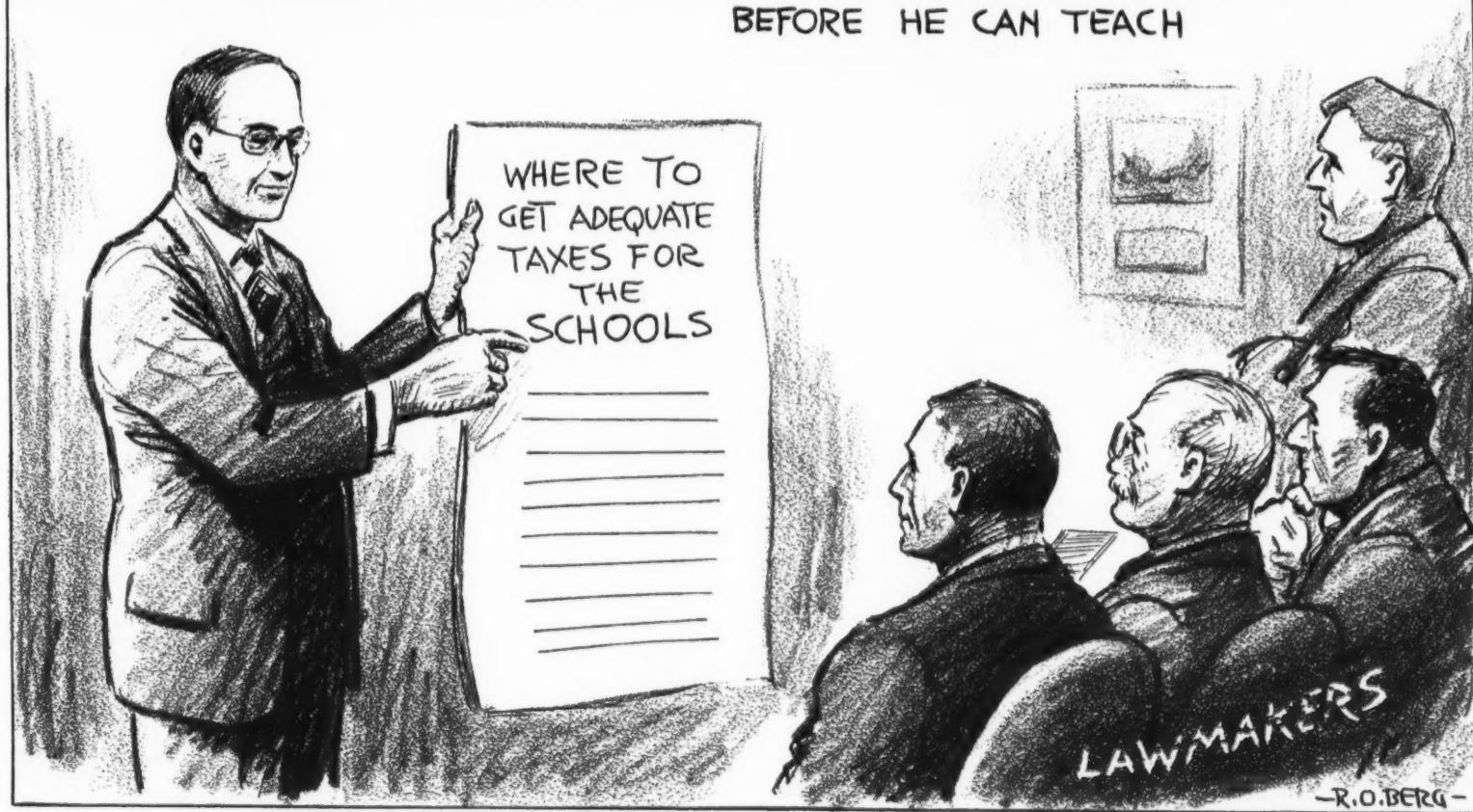
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Subscription, \$3.00 the Year

THE EDUCATOR MUST LEARN -



BEFORE HE CAN TEACH



TOWARD THE SOLUTION OF A NATIONAL PROBLEM!

# The Relation of the School Board to its Chief Executive Officer<sup>1</sup>

John Yates, Member Board of Education, Harrisburg, Pennsylvania

In a discussion of any subject relating to the school system, one must keep in mind that schools exist to give boys and girls the best possible training for adult life. Today we are committed to the principle of planned public education that boys and girls may have this best possible training. We recognize that public education, though planned, will not be advanced by the merely negative function of defense of the school system as it is, but we must act positively, to create and carry out an ever-progressing educational program.

But, it may be seriously asked, can we who are interested and have some part in educational leadership organize ourselves for the urgent and comprehensive action, which the present national situation has imposed? I believe that we can to a reasonable degree, but whether the infinitely delicate balance can be maintained between official responsibility and authority empowered to act with decision remains to be demonstrated.

## Maintaining a Balance in School Affairs

Between the official responsibility of the board and the empowered authority to act with decision of the chief executive officer, the balance must be maintained, if school systems are to be adequately and successfully operated. One of the major handicaps to the attainment of this balance is the absence in our communities of a strong, progressive group — nonpolitical in its thought and action as applied to the school system.

The work of a school system, like that of any human organization, divides itself naturally into two fields. There is the function of policy determination, the formal expression of the official will; and there is the function of administration, which is roughly described as the execution of predetermined policy.

For the work of administration, trained capacities and highly expert knowledge are generally recognized as necessary. Moreover, I believe that admission to this administrative field must yet come under conditions by which only the best products of academic training can hope to qualify.

For the work of policy determination, on the other hand, the people of our different communities, for the most part, have proceeded on the assumption that any individual who can win an election to the school board is fit to fill the office. Enraged citizens may rail against it from time to time but too many voters still hold the belief, regarding the conduct of our schools, that to the victor belong the spoils.

Because the spoils system is so firmly entrenched, it is viewed by many as proper and desirable even in the conduct of the schools. We have failed to realize that, to an exceedingly large degree, it is responsible for most ills suffered in school administration and for the many activities of boards that are contrary to the principles of good administration. Published surveys of school systems prove this statement. Until we have removed every vestige of political control from local school administration we will not find it possible to establish the proper relationship between the board and its chief executive officer. Consequently there will be no high degree of efficiency in carrying through any excellent school program.

## Relationship of the Board to Executive Officers

But, suppose we have succeeded in removing political parties and politics from the school administration. Suppose also, that the chief execu-

tive is a man of possessed special fitness and a capacity for development. We can then proceed to analyze, with some exactness, the relationship of the board to its chief executive officer.

Proper relationship lies, first of all, in an understanding by the board of its own particular function and in the establishment, for itself, of a policy of conduct. Nicholas Murray Butler has given this definition: "The proper function for a board of education is not to administer the school in detail, but to represent in broad, catholic, and generous spirit the public opinion of the community, to select the experts to fill the chief posts in the school system, and to sit in judgment upon their recommendations; to check those experts when in their exuberance and enthusiasm they make proposals which public opinion will not sustain, or of which the public treasury cannot bear the cost, and to spur them on whenever they seem to lag or to lack wisdom or zeal."

I believe that boards and board members are too frequently interfering with the technical operation of the schools, dabbling in petty administrative details, thus proving themselves ignorant of the modes as well as the limitations of administrative procedure. I doubt whether there could be found in school-board membership, an individual capable of interpreting comprehensively educational needs and methods of procedure for the professional conduct of the schools. If school boards will recognize the inability on the part of their membership, they will not be so ready to disregard the opinions and advice of their chief officer, nor to exercise executive functions for which they are not fitted.

Proper relationship lies, second, in the establishment of a policy of recognition for their chief executive officer. School supervision is a profession and when a board has engaged a qualified superintendent, they have engaged one possessing technical skill to administer the school system. They have engaged him to do the most important work of the community — to conduct the development as far as possible, through mental processes, of the social, economic, and physical well-being of the children of the community.

Recognizing him for what he is, the board will look to him to formulate a definite and comprehensive program of development for the school system. They will expect him to demonstrate both the necessity and wisdom of every next step in that program. With him they will analyze and adopt the program of development but to him alone will be given the execution. In the execution of this adopted program he should be given in his profession the recognition that a surgeon, about to perform an operation, is given in his field.

## Upholding the Functions of Executive Officer

This leads me to suggest that proper relationship lies, third, in the establishment of a policy of noninterference with the executive function of the chief executive officer. No sane parent, having decided with the surgeon that an operation is necessary and having placed the child under the care of that surgeon, would attempt to interfere after the operation has begun. Yet that is what happens many times in our school system. The board adopts a policy, a program. The lay mind begins to work, and doubts as to its own judgment arise in that mind. Then interference starts and continues often to the jeopardizing, or even the overthrowing of a whole program.

If boards and board members would recognize the policy of noninterference the moment they have placed authority in the hands of the professional expert, the standards of our educational system would be more nearly attained, and our children better equipped for adulthood when their school days are ended.

Proper relationship lies, fourth, in the establishment of a policy of support for the chief executive officer. No executive can well carry out the adopted policies and program without the full support and coöperation of the board. The board ought to remember that policies adopted are their policies and that a program set up and approved is their program. The board must understand the reason for their adoption of a policy and they must understand the why of an accepted program. Only thus are they in a position to give full support. The superintendent, if he is capable, will, as a rule, have the backing of the community but he will not have the time to acquaint the community with new policies and an advancing program. People are interested in education and they are not only willing to spend, but do spend considerable sums of money, that their children may have the opportunities of fine schooling. But, keeping them in the dark as to policies and program will cause doubt and suspicion to arise with resultant loss of public confidence. By open and intelligent support shall public approval be won.

I should like to see courageous and clear-thinking men and women seeking school-board membership in greater numbers than they are now doing. There are more honest and capable school-board-qualified individuals in our communities than we imagine. We ought to discover them and urge them to seek the office.

Participation in board work will be entertaining; the opportunities for service will be legion, and alert and undaunted membership will bring great personal satisfaction, if not well-earned popular acclaim.

## PENSIONED

By Catherine Parmenter

No more is it her task — her joy to greet  
Those youngsters every morning when they file  
Reluctantly along the time-worn aisle:  
Some shy — some sullen — some with all the sweet  
Felicity of childhood in their eyes.  
Where are they now? she wonders — those whom she  
Once taught. What have her children grown to be:  
Courageous . . . cynical . . . ignoble . . . wise?  
A few she reads about — and she is proud.  
A few she hears from — cherishes their notes  
Recalling funny little anecdotes  
Or moments of disaster. . . . Oh, the crowd  
Of memories that laugh and weep with her:  
Beloved heritage from days that were!

<sup>1</sup>Abstract of an address before the Pennsylvania Schoolmen's Week, University of Pennsylvania, March 24, 1934.

# Educational Leadership: A Historical View

Theodore L. Reller, University of Pennsylvania

Educators view with alarm the decreasing amount of public money available with which to provide educational facilities for an increasing number of children. This concern is justified by a consideration of educational needs which leads inevitably to the conclusion that not only must present educational offerings be maintained, but that they must be expanded if the public school is to serve to a degree at all commensurate with the expectations of even conservative citizens. While the taxation crisis is severe, it fortunately makes itself felt quickly in the educational program. It is to be hoped that a curtailed educational offering will arouse many parents and that consequently tax injustices may be at least partially remedied. Thus in the long run, lack of funds may be made to contribute to the development of a more adequate tax system and indirectly to the development of a more stable and adequate educational system. A crisis was necessary to cause North Carolina to make its recent significant change in educational theory and practice in administration. It is to be hoped that the present crisis may force other states to make similar far-reaching changes which otherwise would not be made for many years. While the immediate effect of the action of North Carolina may not be the lifting of the education of the poorer sections of the state to the level of the wealthier ones, principles are established which promise a more nearly equal educational opportunity on a fair level for the children of the state than they have experienced at any time in the past.

Education is confronted by a danger at least the equal of the financial crisis in the elimination of, or the curtailment of the powers of, many of its leaders. Activity with this purpose in view proceeds quietly and fails to produce apparent results as quickly as lack of sufficient funds. Participation in what McAndrew terms the favorite "out-door sport" of school directors, namely, the disposing of superintendents or curbing them so that they can achieve little educationally, is more widely practiced now than it has been in recent years and threatens to grow in popularity. Factors contributing to the spread of such practices are: a lack of recognition of the importance of professional leadership accompanied by distrust of the specialist; general unemployment, which is the base of fear, which in turn has led to the spread of a narrow provincialism and a preference for local leaders; the difficulty experienced by leaders in education, as in many fields, in justifying actions which a couple of years ago would have been accepted by nearly everyone, but for which today it is difficult to secure support as a result of changed economic conditions and an unstable popular mind which is at times little given to thought and which may so easily become unjustifiably antagonistic; and a desire for change because it is change, rather than because the innovation holds promise — on the basis of a synthesis of all facts available — of something better.

## A Present Danger

To this immediate threat to educational leadership there are additional hazards if a long view is taken. Able young men will not be attracted by a profession, the money awards of which are still less in accord with the service involved than they have been in the past. Nor will they be attracted by a profession, the leaders of which are subject to the whims and caprices of local politicians or of those people within the community who cannot see beyond the outworn bonds of the district which they

legally compose when they select a leader.

The importance of vital professional leadership is vividly brought to mind by the melancholy editorial comment of the *St. Paul Courant* when a real leader left St. Paul for a larger field of service. It stated:

The teaching force is badly demoralized, both by the return to methods they believe to be obsolete, and by that subtle influence of submission through fear of displacement conjoined with lack of confidence in, respect for, and agreement with a superior capable of making his power felt. Through educational circles over the Nation and beyond, this reversion to the ancient has become quickly known and, except for an occasional visit of some investigating educator from abroad to the teachers' training, or the Mechanic Art School, both retaining as yet much of their former standing and methods, the schools are no longer sought by those seeking information in the working of modern pedagogy. At home public sentiment reflects in its despondency the retrogression made and making.

The sun of memory gilds them yet  
But all except that sun is set.<sup>1</sup>

Cognizant of the significance of vital educational leadership and of the possibilities of a decline in the quality of such leadership, it is the intention to present some facts concerning educational leadership in cities during the nineteenth century. This century was definitely one of experimentation and one in which a severe struggle was waged to secure the leadership needed in education. A record of conditions and claims and some account of the movement will reveal a similarity with claims advanced today. It will show some undesirable practices in the selection of leaders, as well as some undesirable leaders, and consequently will emphasize the great importance of an adequate and proper public relations program and of an energetic and effective defense of deserving educational leaders. The people need to recognize the wisdom of Superintendent Hinsdale, of Cleveland, in his statement that there is one law of the schools of any city, namely, "All changes, no matter how numerous, how important, or how radical, to be beneficent must be made opportunely and prudently, and must consume time."<sup>2</sup>

## Early Lack of Competent Men

Charles Francis Adams in writing of the Quincy experiment attributed much of its success to the superintendent of schools who was not an "ordinary" superintendent. In his words: "The ordinary superintendent is apt to be a grammar-school teacher run to seed, or some retired clergyman or local politician out of a job."<sup>3</sup> A short time before this, Adams stated that after authority to appoint a superintendent had been secured, "now the first serious difficulty presented itself in the practical selection of a superintendent; for it is a noticeable fact that large and costly as the common-school system of this country is, and greatly as it stands in need of intelligent direction, not a single step has yet been taken towards giving it such direction through an educated superintendency."<sup>4</sup> The lack of competent men to fill the position of superintendent was a severe handicap to the spread of the city superintendency and to its development. In Worcester, following the retirement of the first superintendent, the office remained vacant for more than a year "chiefly for want of a suitable and competent candidate who would command the hearty and cordial coöperation of his associates in the care of the schools."<sup>5</sup> In Rochester, the board of education appointed three persons to the superintendency

in two years, and with such "indifferent success" that the office was made a popularly elected one.<sup>6</sup>

Another concept of the type of people attracted in those days to the superintendency is to be found in an incident related by Charles Northend. He stated that the announcement to establish the office of superintendent of schools with a liberal salary in a certain city had a "wonderful effect. Lawyers whose business could not 'wane' because it had never 'waxed'; doctors whose patients were not Troublesomey numerous; clergymen afflicted with the bronchitis or some other malady, or not overburdened with hearers; office seekers of various kinds and all sorts of 'do nothings' all became suddenly and wonderfully impressed with the importance of common schools, accompanied by a sort of feeling that in themselves was the only power for truly elevating those schools."<sup>7</sup> To men of this type, Northend attributed much of the "jar and friction" found in school affairs during those years. At the close of the nineteenth century, Aaron Gove, of Denver, outstanding superintendent of schools, pointed out that few had followed the city superintendency persistently as a vocation, and that "of the hundreds that have struck it, most have left it for another prospect." He continued: "Inadequate preparation has been potent in forcing desertion. Neither scholarship nor executive ability alone has been found ample for permanent occupation."<sup>8</sup>

With the foregoing illustrations and concepts in mind, attention will be given to the positions held by superintendents before they entered the superintendency. The previous occupations will be grouped for discussion as follows: principal, assistant superintendent, supervisor or former superintendent in local system; educator previously not connected with system in question; member of board of education; professions, trades, etc., other than education.

## Previous Occupations of Early Superintendents

A study of the superintendents during the nineteenth century of 39 large cities reveals that more superintendents were drawn from the first of the above groups, namely, principal, assistant superintendent, supervisor or former superintendent in the local system, than from any other group. This was partially due to acts, ordinances, and regulations which required that the superintendent of schools be an elector of the city when elected. Thus there existed in the case of many cities as narrow and provincial an attitude toward leadership as one frequently finds today. Fortunately, by the end of the century the major portion of such acts, ordinances, and regulations had been discarded. Even in cities where there were no requirements specifying a local man, there were many people who favored a local superintendent. The *Brooklyn Evening Star* in 1848, when the first superintendent was to be appointed, asked the board of education to judge the applicants "not by the array of influences which may be exerted to secure the office to some friend or partisan favorite, but alone having reference to the legitimate object of the appointment."<sup>9</sup> Two days later, the same paper published a letter signed "Second Ward" which called upon the board of education to accept its "opportunity of elevating a teacher and the teachers' profession."

<sup>1</sup>Educational Review, Vol. 19, p. 520, May, 1900.

<sup>2</sup>Cleveland, Annual Report, Board of Education, pp. 36-37, 1886.

<sup>3</sup>Philbrick, J. D., "Which Is the True Ideal?" Education, Vol. 1, pp. 300-302, January, 1881.

<sup>4</sup>Philadelphia, Board of Public Education Report, pp. 15-18, 1879.

<sup>5</sup>Worcester Daily Spy, April 8, 1859.

<sup>6</sup>Rochester, Annual Report, Superintendent of Schools, p. 35, 1863.

<sup>7</sup>Connecticut, Common School Journal and Annals of Education, Vol. 8, August, 1860.

<sup>8</sup>National Education Association, Proceedings, p. 215, 1900.

<sup>9</sup>Brooklyn Evening Star, March 4, 1848.

It pointed out further that the appointment of one of the teachers would be "an act of but simple justice."<sup>10</sup>

In Providence, when the resignation of S. S. Greene as superintendent was announced, a letter to the editor of the *Providence Journal* asked that the schools be guarded against a "foreign complexion" and "undue and untoward influence from without" in their supervision and administration. In part it read:

When we want a judge or other officer to administer our laws and preside over our institutions, we take a resident of our city and state, who understands our laws, customs, and character. There is reason in this practice.

Now I ask, should not the office of school superintendent be regarded in the same light as that to which I have pointed? Does not such an officer need to be conversant at the outset, not only with schools in general, but with the Providence system of schools in particular, and with the habits, manners and customs of the Providence people?<sup>11</sup>

### Outside vs. Local Men

Many citizens of Washington protested when Powell, of Iowa, was elected superintendent in 1885. The school trustees were firm in their desire to have an efficient school system, however, and did not yield. One trustee replied:

Home rule when applied to the appointment of a school superintendent is senseless. A superintendent is not a "ruler" and should never try to be one.

The same business principles which apply in ordinary matters of life should be used in the management of schools. . . . Did Princeton lower the standard of excellence when she called Dr. McCosh from beyond the seas? . . . Are taxes levied to give employment to men or to educate the children?<sup>12</sup>

When the Brooklyn board of education elevated a principal to the superintendency, the *Daily Eagle* approved as follows:

The superintendency is a prize which ought to be held before the eyes of the principals as a stimulus to exertion in their calling. . . . Moreover, there is advantage in having a superintendent who knows the teachers and principals. . . . It would take a newcomer a year and perhaps years to get familiar with all the ins and outs of the personnel of the schools of a city as large as Brooklyn, not to mention a good many other peculiarities of local tradition and affiliation.<sup>13</sup>

In fairness to the *Daily Eagle*, mention should be made of the responsibilities of the city superintendent in Brooklyn a few years previous to the time of the above statement. When J. W. Buckley was dropped as superintendent it was said:

There are members of the Board who are ranked as old members who try in vain to remember ever having heard of any suggestion from the Superintendent touching public-school management. Of the merits of the school books, the construction of school buildings, the grading of school studies — on the thousand and one subjects which give rise to differences of opinion among those who take an especial interest in public education — the Board never thought of consulting its Superintendent, and the Superintendent never troubled his own peace by troubling the Board with such matters. . . . It is due to him to say that he never gave the slightest offense to a single member of the Board in all the years he has been in office and that he never hazarded a difference of opinion with one of them except he did so under a mistake as to the opinion of that member.<sup>14</sup>

### Local Men Also Good

Despite the opinion advanced here that local men should not be elected to the superintendency because they are local men, a considerable number of outstanding superintendents were drawn from the personnel of the local school systems. Deserving mention in this group are Philbrick, of Boston; Harris and Soldan, of St. Louis; Buckley, of Brooklyn; and Dutton, of New Haven.

The second group of superintendents are educators who were not previously connected with the local school system. These include especially superintendents in other cities and teachers in colleges. While in the 39 cities studied only half as many superintendents were drawn from this category as from the first considered,

many outstanding superintendents are found in this group. Greenwood, of Kansas City; Gove, of Denver; Bishop, Greene, Leach, and Tarbell, of Providence; Rickoff, Hinsdale, and L. H. Jones, of Cleveland; MacAlister, of Philadelphia; Randall, of New York, and Marble, of Worcester, compare very favorably with the best men contributed by the personnel of the local systems.

In the cities studied during the nineteenth century, approximately one fourth as many individuals secured entrance to the superintendency through membership on the board of education as through having been of the personnel of the local system. In general, these were some of the earliest superintendents. In a number of instances, men passed from the presidency of the board of education to the superintendency. The outstanding superintendent who entered the profession from a school-board membership was MacAlister, of Milwaukee, who was later the first superintendent of Philadelphia. He was enjoying a prosperous law business in Milwaukee when elected president of the board of education. He became so thoroughly interested in the schools that when a vacancy occurred in the superintendency, he was elected to that office. Outstanding work in that field caused Philadelphia to extend to him an invitation to become its first superintendent.

The last group of superintendents to be considered is composed of men representing various professions and trades who had had no contact with education either in the local system or in another city as a teacher, principal, supervisor, assistant superintendent, or even as a school director, before they entered the superintendency. Los Angeles leads in this category, having had 13 of her 23 superintendents selected from the group. These thirteen superintendents included five lawyers, two doctors, two clergymen, two merchants, one transportation and shipping leader, one accountant and bookkeeper, all of whom held office before Los Angeles had a superintendent drawn from any of the other sources which have been considered. The third superintendent was a doctor and a versatile genius who had a "penchant for pioneering." He started the first drug store, opened the first auction house, established the first nursery and introduced the first ornamental trees and shrubbery into Los Angeles. He had a genius, too, for office holding. He was collectively postmaster, school superintendent, coroner, and city marshal. Whether it was his familiarity with letters or his experience in a nursery that suggested to the council his fitness for school superintendent, the records do not show.<sup>15</sup> Los Angeles' superintendents included noted politicians and lawyers, one of whom was the first attorney general of California. One of San Francisco's superintendents was a businessman who, because he had never been a teacher, attended to official business duties and turned over to John Swett,<sup>16</sup> his assistant superintendent, the revision of the rules and regulations of the school department, the supervision of instruction, the revision of the curriculum, the preparation of the annual report, and other educational details.

### An Early Individualist

The Detroit board of education, in 1865, elected Duane Doty, a newspaper editor, as superintendent. While the *Free Press* considered Doty, one of its former editors, "eminently qualified for the position,"<sup>17</sup> the *Advertiser and Tribune* attacked him as one who would greatly impair the "success and usefulness" of the public schools because he was a "most bigoted par-

tisan" and "an old political editor" who had "written columns in denunciation of the efforts of the government to suppress the rebellion and denounced the Lieutenant General of our Armies as a humbug and in consequence of atheistic opinions publicly derided Thanksgiving Day."<sup>18</sup> Doty later went to Chicago as assistant superintendent. Pickard resigned as superintendent of Chicago schools a couple of years after Doty became assistant superintendent, protesting that Doty "marked out for himself an independent course of action, of the work he has required of others, without even asking the consent or approval of the superintendent."<sup>19</sup> He stated that he was frequently called upon to explain blanks in the schools, of "the existence of which he had not the slightest knowledge," and that Doty had even instructed clerks "to allow no one" to see certain blanks which were prepared in the office and circulated throughout the schools. Doty denied most of these charges,<sup>20</sup> regretted the course he had taken in certain cases, and assured the board there would be no cause for complaint in the future. Pickard would not withdraw his resignation, however, and the board elected Doty superintendent, whereupon the *Daily Tribune* bitterly commented that "for once vaulting ambition leaped just about the right height."<sup>21</sup> The *Daily Tribune* had previously stated editorially that the only question was whether the board "shall appropriate enough to pay Mr. Doty's transportation back to Detroit."<sup>22</sup>

The Milwaukee board of education selected a newspaper editor as superintendent in 1862, but he served only a few months. At the time of his election the *Daily Sentinel* stated that all his interference in the schools "will be only to their detriment and that what would be a great disqualification in a good man will be his chief merit — that his entire want of industry and application to anything will probably prevent him from interfering with the school department any further than to draw his regular salary."<sup>23</sup>

### A Political Office Holder

Another example of a superintendent having no former contact with the schools is that of Fox who was first elected superintendent in Buffalo in 1877. He was a yard foreman for a large contractor and Republican political leader. The *Daily Courier*, a Democratic paper, claimed that "school work is a profession requiring special knowledge and experience" and that Fox had "no knowledge of school affairs . . . no qualification for the office of superintendent which would not equally fit him for judge, or government architect or a general of brigade. He could neither teach nor manage a school for a week, and six hours would more than exhaust his store of knowledge and patience. He could not himself examine applicants for position; he knows nothing of the educational tendencies and movements of the day."<sup>24</sup> Stating that Fox was a "respectable gentleman" and that his employer and contractor might gain since it "might facilitate his business to a great extent; it might aid him in securing larger contracts and better prices than he would otherwise obtain,"<sup>25</sup> the *Courier* insisted that the people "would be made to bleed more freely than ever before" and that such a situation was not desired. His qualifications were not granted as being as strong as those of an earlier Democratic nominee for the superintendency, of whom the *Commercial Advertiser* said that no qualifications could be imagined unless it be from "a sanitary point of view, for vaccination

<sup>10</sup>Ibid., March 6, 1848.

<sup>11</sup>Providence Journal, February 13, 1855.

<sup>12</sup>Washington Evening Star, June 24, 1885.

<sup>13</sup>Brooklyn Daily Eagle, February 11, 1882.

<sup>14</sup>Brooklyn Daily Eagle, July 9, 1873.

<sup>15</sup>Ginn, J. M., Pioneer School Superintendents of Los Angeles, *Southern California Historical Society Publication*, Vol. 4, pp. 76-81.

<sup>16</sup>Swett, J., *Public Education in California. Its Origin and Development with Personal Reminiscences of Half a Century*, pp. 206-207.

<sup>17</sup>Detroit Free Press, July 20, 1865; July 23, 1865.

<sup>18</sup>Detroit Advertiser and Tribune, July 10, 1865; July 22, 1865.

<sup>19</sup>Chicago, *Proceedings, Board of Education*, June 28, 1877.

<sup>20</sup>Ibid., July 12, 1877.

<sup>21</sup>Chicago Daily Tribune, September 14, 1877.

<sup>22</sup>Ibid., June 29, 1877.

<sup>23</sup>Milwaukee Daily Sentinel, April 28, 1862.

<sup>24</sup>Buffalo Daily Courier, November 5, 1877.

<sup>25</sup>Ibid., November 3, 1877.

. . . Dr. Garvin has claims to the place."<sup>26</sup> Both of these men were elected; the one resigned after a short period; the other never submitted annual reports, although they were required by law. A taxpayer inferred that this failure to submit annual reports was due to incompetency.<sup>27</sup>

Finally, an interesting superintendent was DeWolf, of Milwaukee. When he was reelected in 1863 after some opposition, one of the members of the board offered a resolution "requiring correction in the orthography of the minutes," since DeWolf was keeping them. Before action was taken on the resolution, a motion to adjourn prevailed. One historian spoke of him as a "literary gem" and a "blatant politician," as a man elected to the superintendency as a "natural result of bringing the public schools into the cesspool of politics."<sup>28</sup> The *Sentinel* held that DeWolf was an honest, well-meaning man "entirely out of his beat" as superintendent. It continued, "All this comes of prostituting this office to politics. And we hope the gentleman or gentlemen, who a year ago decreed that it should be put up in the political auction room, to be knocked off to the highest bidder—the one who does the most for the party—irrespective of any fitness for the place, will be satisfied with the working of the scheme."<sup>29</sup> With the superintendents of the types here considered, occasionally securing their positions through agents of textbook companies,<sup>30</sup> one can agree with the *Buffalo Courier* that at times it amounted to worse than continuing "mediocrity in a high position," for it was giving "downright inferiority continued charge of public education."<sup>31</sup>

#### A Teacher Not Wanted

The viewpoint of the press concerning the qualifications of the superintendent of schools in some instances is interesting and significant. The *New Haven Evening Register* opposed the appointment of Samuel T. Dutton on the ground that it was due to the Democratic majority of New Haven that no "narrow-minded and bigoted Republican partisan should be placed at the head of the schools."<sup>32</sup> Sackett, a school principal, was opposed for the superintendency in Buffalo on the ground that he was "a school teacher, and should not be a politician."<sup>33</sup> That the teachers themselves held this view can be inferred from the statement made by Sackett when he was superintendent to the effect that he had to keep constantly in mind the fact that the teachers looked upon "the elevation of one of their number to the superintendency with feelings of uneasiness and distrust, having been taught by politicians that a teacher was not the proper person to be placed at the head of the school department, on account of the professional jealousies which may at times have existed among them."<sup>34</sup>

How thoroughly political the selection of superintendents often was is revealed by the procedure of a political party convention<sup>35</sup> in Buffalo. The Republican and American parties were in joint convention. Balloting took place for a superintendent of schools and a Republican educator was nominated, whereupon it was explained that the office, having been previously filled by a Republican, should go this time to an American. The chairman, in astonishment at the result, asked the convention to reconsider. The convention did so and nominated, almost unanimously, a doctor who was

#### THE SCHOOLS WE NEED!

We need rather schools that are neither curriculum centered, nor child centered, but life centered; schools that are primarily concerned, neither with the amount the child learns nor with the uniqueness of what he creates, but with his emotional stability and his ability to live and get along with others; schools that substitute for the competitive motive of individual achievement the social motive of group participation; schools which measure their success not in terms of grades and test scores, but in terms of the effectiveness of the personalities of the children who have grown up in those schools.—Harvey W. Zorbaugh.

a member of the American Party. During the same year, the press, which related the above facts, voiced the opinion that school affairs were drifting into a dangerous channel and that if conditions continued a little longer with "the alliance of teachers for or against political parties becoming a recognized fact, only one result can follow. With every change in a city administration will come an entire change in the corps of teachers made on political considerations only."<sup>36</sup> In Baltimore a political assessment of 2 per cent was made on the salaries of the paid officers of the board. The officers, including the superintendent, refused to pay, and, when the prevention of their reelection was threatened, they brought the matter to the attention of the board of commissioners.<sup>37</sup> The board adopted a resolution endorsing the conduct of the superintendent by a vote of 13 to 5.<sup>38</sup>

#### Tenure of Early Superintendents

Related to the type of men who served as superintendents and to the concepts of qualifications that were accepted by boards of education and others is the matter of the tenure of the superintendents. A very considerable number of the superintendents of the nineteenth century in the cities studied served too few years to achieve significantly in education. The average number of years served by the superintendents during the century were: two in Los Angeles and San Francisco; three in Omaha, Buffalo, Rochester, Memphis and Milwaukee; four in Louisville. The superintendent of San Francisco who served the longest period served only four years. Compare these situations with Providence, where the average tenure was 15 years and the longest tenure enjoyed by a superintendent was 29 years. Of the superintendents studied, too few had long enough tenure to enable them to formulate and to carry through any of the significant policies in which they may have believed.

In lamenting the short tenures of the superintendents, John Swett aptly remarked: "There can be no progress in public schools without long-continued, systematic efforts; and there can be no system when one set of school officials succeeds another as often as the seasons change. By the time one set of school officers has learned something about the conditions and wants of the schools, by some change in the politics of the city or town, a new set succeeds, bent on reforming the work of their predecessors."<sup>39</sup> The *Virginia Educational Journal* at a later date noted that "an officer hardly has time to post himself in the school laws or to make acquaintance of the teachers and subordinates under him before there comes a turn of the political wheel which throws him out of position and puts in his place a new man, to

undergo in a few years a similar experience."<sup>40</sup>

The attitude of some members of boards of education of the period is well stated by a director who led a movement against a superintendent in Minneapolis and who secured his elimination. He stated, when asked the reason for the action: "Why, there was no particular reason, further than that the board desired to make a change. . . . There were no particular charges against Dr. Bradley, and as he has had the place for two terms it does not seem to me that he should complain."<sup>41</sup>

#### Results of Short Terms

While it is recognized that change in superintendents may be at times advisable or even necessary, it is clear that such changes occur too frequently and do not always lead to an increased efficiency in the service. As a result of adherence to this principle a few boards of education may suffer—but with little damage to education—in the way a well-known educator stated the Seattle board did when a superintendent failed to be reelected. He stated: "The action of the school board reminds me very much of the farmer who after many years of faithful work unhitched the old horse from the plow and turned him out in the public highways, put in a colt, but while attempting to hitch the latter received a severe kick."<sup>42</sup>

More deserving the consideration of one interested in education is the editorial comment of the *Omaha Republican* when without cause the board of education failed to reelect the superintendent. It advised:

We would take this opportunity to remind the school board that they are servants, not masters. . . . They are not elected to wrangle, dispute and scheme. . . . They are also to remember that changes in teachers, and especially in superintendents, are ill-advised unless in case of manifest incompetency. Changes upset all order and method, new experiments are tried and the schools suffer. Nor can a man have a chance to show his ability except after several years of trial; of course, we would not advocate the retention of an incompetent superintendent . . . but no one claims that our late superintendent was incompetent. . . .

Gentlemen of the board of education, such changes are ruinous, retarding the progress of the schools, and preventing any first-class men from accepting the position of superintendent of public instruction in the city of Omaha.<sup>43</sup>

Pertinent also are the views expressed when Superintendent Long was dismissed, with no cause given, in St. Louis. The *Globe Democrat* considered the removal "low and indecent."<sup>44</sup> The *Post Dispatch* regarded it as indefensible and pernicious, and hoped that the methods employed would "never be repeated."<sup>45</sup> Soldan, in accepting the position as acting superintendent, stated that the consequences of the action extended far beyond the removal of one man, and that unless the board gives satisfactory guarantees that a similar action will never occur again, it will be unable "to get any man of first-rate ability to take the position." He continued: "No man of experience and ability who has earned a reputation as an educator will accept a position in which he will be subject to peremptory and humiliating dismissal at the caprice of a faction of school directors."<sup>46</sup> It is essential if education is to progress that, in the words of Superintendent L. H. Jones, of Cleveland, educators must lead in the struggle "to establish the principle that the office is not to be awarded to 'claimants,' that it is not to be sought so much as it is to seek the incumbent, and that he who invokes political influences to secure it is unworthy of it."<sup>47</sup>

It should not be necessary to continue a type of experimentation such as existed during the

(Concluded on Page 73)

<sup>26</sup>Buffalo Commercial Advertiser, October 21, 1863.

<sup>27</sup>Buffalo Daily Courier, October 24, 1879.

<sup>28</sup>Buck, J. S., *Milwaukee Under the Charter from 1854-60*, p. 79.

<sup>29</sup>Swain and Tate, Milwaukee, 1886.

<sup>30</sup>Milwaukee Daily Sentinel, April 30, 1863.

<sup>31</sup>Cleveland Herald, May 23, 1882.

<sup>32</sup>Buffalo Daily Courier, October 30, 1875.

<sup>33</sup>New Haven Evening Register, November 18, 1881.

<sup>34</sup>Buffalo Commercial Advertiser, October 24, 1861.

<sup>35</sup>Buffalo, Annual Report, Superintendent of Public Schools, p. 110, 1862.

<sup>36</sup>Buffalo Commercial Advertiser, October 24, 1859.

<sup>37</sup>Ibid., November 3, 1859.

<sup>38</sup>Baltimore, Minutes, Board of School Commissioners, November 27, 1877.

<sup>39</sup>Ibid., December 4, 1877.

<sup>40</sup>Swett, J., *The Examination of Teachers. National Education Association, Proceedings*, p. 76, 1872.

<sup>41</sup>Minneapolis Tribune, March 30, 1892.

<sup>42</sup>Seattle Daily Press, July 19, 1888.

<sup>43</sup>Omaha Weekly Republican, July 14, 1882.

<sup>44</sup>St. Louis Globe Democrat, August 15, 1895.

<sup>45</sup>St. Louis Post Dispatch, August 14, 1895.

<sup>46</sup>Ibid., August 15, 1895.

<sup>47</sup>Cleveland, Annual Report, Board of Education, pp. 94-95, 1894.

# City Taxes and School Taxes

Fred Engelhardt, University of Minnesota

For many years those interested in public education have struggled to maintain complete fiscal and administrative separation of the public schools from local city governments. The more the issues underlying the demand for complete independence of the local school corporation have been studied by those in close contact with the work the more they have been convinced that efficient schools cannot be operated when public education is conceived of as one of the municipal activities rather than a state responsibility.

The demand for complete independence of schools has been least successful in the very large cities. In many instances this condition is due to the fact that special charters were granted cities very clearly in the development of this country and before public education was under way. No doubt the desired end sought in the management of schools will come when the state assumes its full responsibility for the support of public education. Until that time, however, the struggle will continue and school officials must be alert and alive to avert movements that may tend to destroy such independence as is now enjoyed by schools.

There are many cities that spread over extensive land areas the boundaries of which also include an independently incorporated school district. The people residing in such areas are citizens in two independent corporations, a city and a school district, and these residents support two separate public-service agencies. School taxes and city taxes in such cities are levied independently, and frequently the relative costs of city government and schools are measured by comparing current tax rates. Often this sort of comparison does not reflect to the advantage of the schools. Differences in tax rates cause the people to wonder why it is that the school taxes should be higher or lower than the city taxes. Differences in tax rates in the two local enterprises, schools and city services, have given many a politician a platform from which to condemn "school extravagances in the fads and frills" and to advocate the centralization of financial control of school affairs by municipal authority.

## When City Tax Rates are Juggled

In one community when an issue regarding school taxes was raised, an intensive study of the situation revealed that the municipal officials were deliberately maintaining a low tax rate. They were able to do this because current bills were not being paid in cash and because long-time municipal bonds were being sold and the money thus borrowed was used to pay the outstanding warrants that should have been taken care of out of current taxes. It was an easy way for officials in office to show that taxes were low, and yet the burden of tax was being deferred to future dates. While this was being done the school board balanced its budget each year and the result was a tax rate higher than that needed by the city during those years.

Another situation in which complaint against the school taxes was growing very bitter in certain political circles was investigated. It was found on a study of the facts that the city government enjoyed an appreciable income from certain local franchises that the schools did not share. The cash received from these sources annually reduced the municipal need for tax income in an amount approximating 15 per cent of the budgetary requirements. The public was not aware of this fact until the school officials clarified the issues in the press.

When schools are fiscally independent of the cities in which the public school system is

located, the latter, as a rule, does not share in the profit made from local water works and other locally owned public utilities. To illustrate the situation as it exists in several small cities in the Northwest, the following examples have been selected. The cities chosen with one exception comprise a municipal corporation and a school corporation, each one independent of the other.

## Liquidating Debts at School Expense

*Case 1.* This city enjoys excellent water and electrical rates supplied by services publicly owned. The schools and the business district purchase heat from the local municipal plant. Municipal taxes are reasonable, for the profits of the plant have been used to extend the parks and to liquidate city debt. The schools are very good and the taxes are relatively high. The schools, however, do not share in the profits of the public services operated by the municipality. In fact, approximately one-half million dollars' worth of property has been taken off the tax list due to public ownership of plants and other facilities, and to offset the loss school taxes necessarily have been raised. At the present time there is no complaint against high taxes for the support of the public schools.

*Case 2.* This city also enjoys excellent rates on water and electricity from publicly owned services. Profits from these services have gone toward the liquidation of municipal debt. These municipal plants have been operated with a high degree of efficiency, for they have been in the hands of very competent engineers. The management of the municipal services has suggested that school bonds be liquidated by the profits. Since the schools are independent of the municipal government, such a step cannot be made under the present laws. Municipal officials are using the situation as a bait to entice the schools to become a part of the city government. Those interested in the schools recommend that such a step be avoided and that every effort be made to effect a change in the law to enable the schools to share the profits of local utilities. At the present time the property of the publicly owned plants represent an assessed value of \$300,000, or a potential loss in taxes to the schools of about \$11,000 each year.

## Soaking the Schools

*Case 3.* This city purchases power from a private corporation. The school system purchases its power and light from the city. The city profits were \$20,000 in 1933 which the schools did not share. Quoting the superintendent:

"We are required to pay the regular business rate which is very high. We pay 10 cents per kilowatt hour for the first 100 kilowatts, 8 cents for the next 200, 7 cents for the next 200, and 6 cents for everything over 500 kilowatts. The private rate is quite reasonable, but the business rate has been very high and no exception has been made for the school. They feel that the school district is in better shape financially than the city, and therefore there is no reason for making a reduction."

"I am certain that if our light and power plant was owned and operated by the city, there would be a tendency to make comparisons between school taxes and city taxes. In fact, even with the profits that come from the operation of the distribution system there is a tendency to compare the expenditures without taking into consideration the income which the city derives from its sale of electricity."

*Case 4.* This city operates water and heat

services. The schools buy heat and water from the city. The schools are fiscally independent except after a minimum tax rate is exceeded. When this minimum tax is exceeded, the city council must approve the school budget. Last year the municipal authorities decreased the city tax rate seven mills. This was done by a transfer of funds from the heat and water fund, a political expediency that has yet to be explained satisfactorily to the people. Immediately after the decrease in city taxes there was a clamor for a decrease in the school rates. The school rate had been lower in 1932 and had been less than the municipal rate until the action taken last year.

## Independence Most Desirable

In the past few years natural gas has been piped into this city. The schools were able to reduce operating costs materially by discontinuing the city heat service and by using gas. The council members indirectly insinuated that the school budget might be in jeopardy if the school board continued to cut the use of the city heat service. To placate the city council the school board pays \$2,000 to the department operating the heating service. Even after that payment, gas heat is cheaper in the schools.

The evidence presented here has been secured from authoritative officials and indicates many of the problems that arise in the financing and managing of schools in cities in which the schools are independent of the municipalities. As the movements for public ownership of public services become state-wide, taxable valuation for local support of schools will decrease. Students of education must keep in touch with these movements in order to be sure that the schools do not suffer as a consequence. Schools must not be the only local agency that taxes the people, for thus the schools must carry the full and disagreeable onus for the objections to and complaints against taxation. People will enjoy lower public-service rates, but at the same time may not understand why school taxes should rise when other things are costing less. As one studies the problems involved one is convinced that the way out of the local tax dilemma facing schools is for the state to assume the burden of school support. Along with this step there is also the need for a more detailed publicity program to inform the taxpayer of the true local financial conditions.

## EDUCATION FOR CHARACTER AND DAILY LIVING

An educational system is sound insofar as it helps to give meaning to the life and work of the people whom it serves and to fit them for that life and work. It would be worse than useless to teach young people the nature and properties of the material things and forces around them if we fail to teach them to know and to conform to the purpose that these things and forces subserve.

In the last analysis it is not force nor fear nor the sense of common material interest that binds man to man in society; it is the knowledge that they are brothers, children of one father, fellow subjects bound by the same law and destined to the same end. The constant teaching of these truths by word and example in the school, as in the home and in the church, is the surest means of promoting justice and good will and so friendship among men and among the nations of the world.—Eamon T. D. De Valera.

# Hartford Unifies its School System

*Albert I. Prince, Member State Board of Education and Hartford City Board of Education*

A district system older than the United States Government will be discarded in Hartford, Connecticut, July 1, for on that date the November referendum vote for consolidation will become effective. The board of education will assume control of 23 elementary buildings in nine school districts. In the city also are three comprehensive high schools and two special schools.

To direct the consolidated system the board has elected as superintendent Fred. D. Wish, who has held the superintendency since 1923. As assistants he will have Louis H. Stanley, superintendent of the large South district since 1910, and Thomas F. Carberry, superintendent of the Brown district for nearly two years and principal of the Brown school since 1931. Edwin F. Nelson, business manager since 1930, will continue in that post, and he will be given the rank of assistant superintendent in charge of business affairs.

Somewhat of a departure as regards organization will be the demarcation of duties for the two assistant superintendents. The board hopes to set up its activities with a view to looking upon the twelve grades of a child's public-school education as a continuing process. Instead of having an assistant superintendent for elementary schools and one for high schools, Mr. Stanley will be in charge of administration for all schools and Mr. Carberry will direct supervision and curriculum throughout the system.

Details of the consolidation plan are under consideration, and the board has as its expert adviser Dr. Albert B. Meredith, Connecticut state commissioner of education from 1920 to 1930 and now professor of school administration in the New York City University School of Education.

Under the district system the relationship of the board of education and its executive personnel to the elementary schools has been very sketchy and most indefinite. Supervisory powers of the board have not been at all well defined, inasmuch as the nine school-district committees have controlled expenditures and appointments, the board has never attempted full exercise of such limited powers as it might have. The board has, in general, legislated as regards the strictly education programs and policies of the elementary schools, especially the course of study; it has dictated the school calendar and, through city appropriation, has furnished textbooks for the district schools. With testing, research, and other services it has sought to aid



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Superintendent of Schools,  
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these schools, and through recognition of the Principals' Club, which has included the superintendent, district superintendents, and the high-school principals and the frequent acceptance of recommendations from this group, many uniform, progressive, and helpful procedures have been set up.

The board in recent years has had direct control of the high schools, evening schools, adult education, manual-training and home-making instructors who teach in the elementary schools, the Outdoor School for physically subnormal pupils, the Mary M. Hooker School for the mentally subnormal, attendance officers, home classes, vacation school, and the operation of the state trade-school building. Previous to 1929, Hartford had, in addition to the board of education and the nine district school committees, a high-school committee to direct the financial affairs of the three secondary units. This latter committee and the board of education were merged by legislative action as a result of prolonged dispute between the two bodies, for with one group controlling financial matters and another dictating courses of study, there was ample opportunity for quarrel as to powers.

For twenty years Hartford has had a so-

called equalization plan under which a city-wide tax has been levied for the support of the district schools. The plan has never equalized, however, for most of the districts have been unable in some cases and unwilling in others to confine their expenditures to such receipts from the city treasury. Thus special taxes have been levied, some merely for debt service, others for both debt service and current expenses. For the school year 1932-33 the elementary schools received the return from a 4.4 mills equalization tax, included in a general city rate of 23.5 mills, while the special district taxes ranged from .75 of a mill to 6 mills.

Consolidation was voted last fall after a series of intermittent campaigns during the past thirty years. Unsuccessful attempts were made by consolidationists in 1921, 1923, and 1929. The favorable vote in 1933 came as a result of a belief that consolidation would result in economies and a lower tax rate, a feeling that a school system productive of programs and services assuring some greater degree of educational equality throughout the city was more probable, and the increasing burden in the residential sections with their large school populations and relatively low grand lists. A scandal in one district that was badly looted and in which seven men, including two committee members, went to jail, and a political upheaval in another district, were important contributing factors.

Hartford has about 20,000 elementary-school pupils and 8,000 high-school students. The parochial schools have a 6,000 elementary enrollment. There are no parochial high schools in Connecticut. One of the city's problems which must be faced immediately is that of over-crowded high schools. Two of the three are on double sessions, and fully 30 per cent of the high-school students are attending classes in the afternoon. The high-school enrollment has doubled in less than ten years. During the past few years there has been little growth in the elementary schools. In several of the district schools there are vacant rooms and the board of education may adopt, temporarily at least, a junior-high-school plan of organization to meet its housing problems.

It was in 1761 that Hartford adopted the district system, for in that year of the Colonial period the city was divided into North and South districts, the Park River, which flows through most of the city, becoming the boundary. The North district has since been subdivided to a greater extent than the South, so this latter district, which retains its name, includes more than 30 per cent of the city. The downtown and east-side sections, included in the original North district, are now the Brown district, named many years ago for one of the city's early educators. The first public school, built in this neighborhood, was opened in 1641.

In 1770 the Second North district was set off. The school in this district is named for Henry Barnard, first United States commissioner of education and for many years a resident of Hartford. Of the six districts established since the Revolutionary period, the first was the West Middle, also taken, in 1814, from the original North district, and serving the "Hill" residential section. The year 1833 brought two more separations, the Arsenal, a bit to the north and so named because of its proximity to the state arsenal, and the Northeast district. The Washington district, just south of the state capitol, was set off in 1841, and the farmers of the Southwest section se-



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Business Manager, Board of Education,  
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## FINANCES OF THE SCHOOL DISTRICTS OF HARTFORD BEFORE CONSOLIDATION

District	Teachers and Administrators	Enrollment September, 1933	*Pupil-Teacher Ratio September, 1933	Total Expense of District 1932-33	Debt Service and Capital Outlay	Current Expenses	Per Pupil Cost on A.D.A. — 1932-33	Grand List (1932)	Tax Rate of District	Bonded Indebtedness	Sinking Fund	Net Debt
Brown .....	43	1,093	26.0	\$ 183,547.10	\$ 25,578.73	\$ 157,968.37	\$ 145.06	\$ 107,724,512	1	\$ 500,000.00	\$ 141,423.53	\$ 358,576.47
South .....	182	6,136	35.3	\$ 583,333.81	\$ 60,245.19	\$ 523,088.62	\$ 89.42	\$ 88,635,756	1	\$ 1,405,000.00	\$ 141,621.90	\$ 1,263,378.10
Sec. North .....	43	1,132	27.0	\$ 202,177.28	\$ 49,905.99	\$ 152,271.29	\$ 138.18	\$ 26,346,899	4	\$ 904,000.00	\$ 84,830.97	\$ 819,169.03
West Middle .....	45	1,082	25.2	\$ 299,117.33	\$ 163,085.25	\$ 136,032.08	\$ 139.52	\$ 65,353,775	1	\$ 750,000.00	\$ 191,176.89	\$ 558,823.11
Arsenal .....	66	1,934	30.2	\$ 174,820.06	\$ 18,336.83	\$ 156,483.23	\$ 84.04	\$ 10,294,108	3	\$ 387,000.00	\$ 20,139.69	\$ 366,860.31
Washington .....	64	2,141	34.0	\$ 197,585.71	\$ 47,616.94	\$ 149,968.77	\$ 73.91	\$ 19,521,302	2	\$ 845,000.00	\$ 92,661.33	\$ 752,338.67
Southwest .....	42	1,178	28.7	\$ 113,198.81	\$ 14,975.00	\$ 98,223.81	\$ 89.95	\$ 13,329,191	3	\$ 355,000.00	\$ 51,987.21	\$ 303,012.79
Northeast .....	88	2,466	29.3	\$ 256,958.20	\$ 42,897.51	\$ 214,060.69	\$ 93.44	\$ 16,096,306	2	\$ 939,500.00	\$ 201,248.09	\$ 738,251.91
Northwest .....	111	3,271	30.3	\$ 349,300.04	\$ 73,242.35	\$ 276,057.69	\$ 93.20	\$ 37,100,020	6	\$ 1,382,000.00	\$ 243,603.80	\$ 1,138,396.20
Totals and Av. .....	684	20,433	30.9	\$ 2,360,038.34	\$ 495,883.79	\$ 1,864,154.55	\$ 96.83	\$ 384,401,869		\$ 7,467,500.00	\$ 1,168,693.41	\$ 6,298,806.59

\*Pupil-Teacher Ratio is not arrived at by dividing Column 2 by Column 1. Column 1 includes administrators in addition to teachers, while the ratio in Column 3 was secured by dividing actual teachers into enrollments. City tax rate — fiscal year 1932-1933 — 23.5 mills, including 4.4 mills school equalization tax.

cured recognition of their independent district just before the Civil War. Meanwhile two tiny rural schools had been established in the Northwest section and in the 70's this district was accorded recognition. Although in recent years the boundaries of the districts have been strictly defined, their origin for the most part seems to have been a matter of mutual understanding and tradition rather than legal enactment.

The South district has seven buildings; the Northwest, Northeast, and Washington, three each; the West Middle and Southeast, two each; with one building in each of the other three.

An interesting question has been raised in

the South district, and to some extent in the Second North also, as to whether the city should be required to reimburse the taxpayers of the districts for the school properties to be taken over, and a test court case probably will be brought within a short while. The special legislative act under which consolidation is being put into effect makes no provision for such payment. The general statutes of Connecticut, however, do set up such a plan for consolidating the schools of a town. The South district committee, therefore, has been empowered to question the constitutionality of the special act and if legally possible, to force consolidation under the general statutes. If reimbursement were re-

quired, taxpayers throughout the city would be levied upon to pay the bill and would be credited in accordance with the net assets of the districts in which they live. In such event, the taxpayers of four districts, including the South, would benefit financially, those of one district would about break even and those of four districts would find themselves at a financial disadvantage. This statement is based on the most recent, but far from accurate assessors' valuations of district properties.

Hartford's new fiscal year began April 1 and the board of education budget is \$2,600,000 including an allowance for the operation of the elementary schools for three fourths of a year.

## Supervision and Administration *in the Small School System*

George E. Carrothers, *School of Education, University of Michigan*

Some time ago the writer visited a school which had six teachers handling the work from the first through the twelfth grade. Three teachers were in the upper four grades or high school and three in the first eight grades — a common arrangement in small towns in Michigan and in neighboring mid-west states. Each teacher taught all day, and no one of them appeared to have any special administrative duties except the head teacher, who met now and then with the board of education and occasionally with groups of parents. To an outsider, there appeared to be six very busy teachers in this school, one of whom acted as the agent between the school and the public.

Examination of the letterheads printed for use of the teaching force, supplemented by conversation with the teachers, brought to light what seemed to be a different picture. None of the staff was a teacher only; each one was an official as well as a teacher. The head teacher was the "Superintendent of City Schools." The next in line — for they were all lined up — was the principal of the high school; the third was assistant principal of the high school; the fourth was principal of the junior high school and taught the seventh and eighth grades; the fifth was the principal of the intermediate school and taught all of the work in grades four, five, and six; while the sixth was principal of the elementary school and taught grades one, two, and three. On paper there appeared to be four distinct schools with a total of six administrators; yet all of the work, all of the pupils, and all of these schools were in one small building with five fair-sized rooms and a corridor end for the sixth room.

### When is a Superintendent Needed?

Each of the six officials in this small school taught full time. At once the question arises as to whether one of them should not have had a little less than a full-time teaching schedule

so he could have given some attention to the supervision and coordination of all school activities. In another system in this state there is a superintendent of city schools, who is also superintendent of all schools in the county and who teaches eight high-school classes each day, five days a week in the town where he lives. The question naturally arises: "Is this man's time being used to the best advantage?" A few years ago in a village elementary school with five teachers, there was, by way of contrast, a full-time, nonteaching superintendent. Was his time being used efficiently? Apparently there has been little common agreement as to the number of school supervisors any system needs or the amount of nonteaching supervisory time which ought to be provided in order to help teachers in their work and to coordinate all school activities.

School systems in general probably never had more supervisory and administrative officials than were actually needed. But whatever the number employed four or five years ago, it has been greatly reduced for the year 1933-34. Apparently the low limit has been reached; a gradual swing in the other direction is beginning to be noted. This return to normal presents the opportunity for a thoughtful consideration of (a) the number of supervisors and administrators which can be used efficiently in any one school system, and (b) the proper sort of distribution of time and the assignment to work of these educational leaders. Specifically the school situations just described and the gradual swing toward more nearly adequate school budgets provoke such questions as:

1. How much and what does a school system lose if it has no supervisory leader to coordinate the work?
2. To what extent will the appointing of officials in name only interfere with regular teaching?
3. Will the work of some school systems be

handled more efficiently if a somewhat larger amount of nonteaching time is granted to some staff members for supervisory purposes?

4. When, in the appointing of nonteaching supervisory officials, does a system tend to reach a place of diminishing returns?

### Professional Supervision Always a Need

The writer's experience as a teacher, as a school administrator, as a supervisor, and later as a teacher of school administration, leads him to believe that any school system or business organization which attempts to manage its affairs without some one person chosen to supervise and coordinate the different activities is making a serious mistake. It is possible for interested teachers for a time to handle their individual classes rather well without much supervisory help. In time, however, educational problems concerning all grades, personal problems concerning pupils and teachers, financial and organization problems concerning the whole school, and others, arise which no one is employed to adjust unless the system has a professionally trained and experienced superintendent. For the sake of economy, members of boards of education have tried in some instances to handle administrative activities, but in every instance known to the writer such an arrangement has been a failure. Whether it is a business firm, a railroad, a hospital, a farm, or a school system, an executive head is as necessary to the accomplishment of good work as is the head on one's shoulders for the proper management of his body.

One person named as the principal or superintendent in the local school system is probably sufficient until approximately 25 teachers are employed, if all of the work is handled in one building. The naming of a large number of officials in a small system makes the organization seem top-heavy. It divides the staff into casts on different levels and suggests the need for discovering administrative activities for each

official. This takes the attention of teachers from the classroom activities with pupils, the supreme business of the teacher. In the very small school system all members of the staff except the supervising principal or head teacher would be happier and more useful if they held regular teaching positions with no indication as to rank or superiority. Committees of various sorts could handle many of the incidental activities and they could easily be changed from time to time. These committees could also assist quite definitely and helpfully in the administration of the school without becoming permanent administrators. The need for the appointment of a second or a third supervisory official will depend upon the increase in the staff, the number of buildings being used, and other local conditions.

#### How Much Time for Supervision?

The above suggestions pertain only to the naming of officials and do not refer to the amount of nonteaching time any administrator should have at his disposal. That is another question — one which is just as perplexing and as variously answered in different places. Some school systems employ one or more nonteaching supervisory officials while others of similar size employ none. Yet there surely is somewhere a common-sense, reasonably satisfactory, mid-way practice which will result in the greatest good to the largest number. The time does come when the head teacher finds his administrative and supervisory duties so heavy and so important that he is forced to give up some of his teaching for the sake of total school efficiency. In the early development of these added duties it is usually best to employ a clerk rather than overburden the administrator with routine matters or to take from him the more important work of teaching. The clerical assistance will relieve the official of details which he frequently dislikes, it will provide for the routine work to be done more carefully, and it will reserve time to the administrator for more difficult and more important activities. It is the belief of the writer that ordinarily a special part of the head teacher's time need not be freed from classroom teaching until he has more than four or five teachers on his staff in the one building. It is also believed that it is not necessary to have a nonteaching full-time supervisor in a building, or the equivalent of that amount of supervisory time, until 20 to 30 teachers are on the staff, and that there ought to be 60 to 75 teachers before it becomes necessary to have two nonteaching supervisors or administrators. Of course, many local circumstances including school policy and the philosophy of the superintendent have to be taken into consideration; no hard-and-fast rule can be established for operation in all systems.

#### How Teaching and Supervision May Be Interwoven

The total amount of nonteaching time a supervisor should have at his disposal as his staff becomes larger will have to depend somewhat on the training and desires of the person concerned. If the head teacher is well and broadly trained, if he enjoys working with other teachers in the improvement of their work, and if he is tactful and inspiring, he may well consider gradually giving up some of his teaching periods. If he does not possess these desirable characteristics, he ought to weigh very carefully the possibility of his continuing as an administrator, doing a fair share of teaching and delegating most of the supervisory activities to others. I know of at least one school — an elementary school — where the principal teaches four classes a day while the supervisor of instruction in that school teaches but two classes a day. The entire staff appears to be satisfied with the arrangement.

Some administrators develop departments and

#### THE SUPERINTENDENT'S JOB

After all is said and done, a superintendent of schools is merely a "hired man" intrusted with certain duties by the board of education. He has no authority of his own, no power but that delegated to him by his board of education. He has less legal status in state statutes than even a classroom teacher. His is the task of reconciling all the conflicting cross-currents of the community, of molding them into a somewhat homogeneous whole. On his board of education are men, representing divergent capacities, ideals, and ambitions. Somehow he must weld these sometimes conflicting personalities into a working unit. And some people often wonder what a superintendent does with all his time.—L. H. Petit.

subject-matter fields through which they work, thus lessening the amount of time and attention necessary to be devoted to individual teachers. Such subject fields are frequently organized to cover the work through the entire twelve grades. This enables teachers of English, for example, to think of their work in terms of pupil growth at certain stages of their total development rather than in terms of so much fourth-grade or fifth-grade or ninth-grade subject matter to be covered. Some superintendents seek out and develop individual members of their staffs who have special interests, or they deliberately select new teachers on the basis of their special interests, education, and training. One teacher may be asked to give particular attention to the improvement of instruction at all levels; another who possesses ability, tact, and human interest may be asked to give part of her time to problems of teen-age girls; while a third in addition to his classroom teaching might give special attention to health problems of the entire school.

In this way each teacher is developed into a specialist who feels the importance of his individual work as a part of the total educational program. The superintendent does not hold himself directly responsible for handling all supervisory and coördinating activities. He finds that he is able to handle the administrative and community problems and at the same time continue some teaching. He finds less of a separation between administrative and supervisory activities on the one hand and teaching activities on the other. Supervision and teaching become so interwoven, and each teacher comes to see so definitely the importance of his special work which touches all pupils, that an integrated, growing staff of teachers is developed. Class and school lines of demarcation become less sharply drawn, learning is thought of as a continuous process, and pupils, rather than the curriculum material to be covered, tend to be given the center of the stage. Good schoolwork is bound to result. This sort of organization and development is possible without the designation of more than the one supervisory official, and without relieving him of all of his teaching, until there are a score or more of teachers in the building. Teaching, supervising, and extra-class activities are thus unified for the welfare of all concerned.

#### Larger Schools Need More Administration

As the position develops to still larger dimensions, a definite need finally arises for more thinking of a high order than the teaching administrator has time or energy to furnish. If the man wishes to continue some teaching, administrative assistants with less than a full teaching load then become necessary to school efficiency. When this time is reached and when funds are available, no board in control of education ought to refuse to provide for the additional qualified assistant or assistants, and no administrator ought to be so self-centered as to

be unwilling to use such help. He ought to seek it, and he ought to welcome the most competent and the best qualified men than can be had. Some educational administrators have kept their institutions running in second speed, or even in low because of their inability or unwillingness to surround themselves with capable assistants. Others have developed their systems into efficient, influential concerns largely by their ability to secure such capable assistants, or their willingness to make use of really big men and women suggested by others.

Some men appear to find it quite difficult to delegate clerical and routine supervisory work. They seem to want their hands on every office and administrative detail. This comes eventually to consume their time and energy to the exclusion of the more difficult educational work which they alone can do well, or which they ought to be able to do better than any other member of the staff. The man or woman who is on the way to becoming a big administrator teaches himself early in the game to delegate work to assistants. He learns to work through others and thus to extend his arms and ability in many directions and to greater distances. A few years ago a successful teaching administrator in a town where a small number of teachers handled all of the work of the system in one building, a man with a good education and tremendous ability to work, was elected on his record to a neighboring school system where there were three buildings and twice as many teachers. The man did not succeed in the new position. After careful investigation it was discovered that the superintendent in the enlarged field was worrying himself and his staff because he could not keep all details of teaching, or records, attendance, and other matters under his direct control. He had not learned to work through others and he was then in a position where it was physically impossible for one person to handle all the numerous activities. Successful administrators in the large organizations must learn to believe in and to work through others; they must learn to delegate work to clerks and to more competent assistants. Likewise, they must learn to believe in and to acknowledge their indebtedness to those who work with them.

#### Teaching is the Real Function of the School

No one denies the need for a supervisory head for every institution. Without organization and an executive head, an enterprise lacks greatly in efficiency. School administrators are needed and the public appears again to be willing to provide the money for securing the best men and women available. This makes it all the more necessary for leaders in education to consider very carefully before a new administrative position is created or an old one re-established or filled. Likewise, care should be exercised in giving titles of official positions to staff members who are teachers only. Efficient instruction of children is the most important and most difficult job of the entire educational system, and it should be dignified and exalted in every way possible. Nothing should be done to take the teacher's attention from the special work for which he was employed. It should be recalled again and again, other things being equal, that a supervisor or administrator in the small school system is the most useful to others when he too is teaching children. An educator is stimulated and kept growing longer if he does not try too early to devote his full time to administration and supervision. Some present-day administrators may be too heavily burdened with teaching duties; others, however, could increase their usefulness by again undertaking some of the obligations connected directly with the teaching of pupils, the taking charge of

(Concluded on Page 73)

# The Three Essentials of a School

I. M. Allen, Superintendent of Schools, Highland Park, Michigan

The three essentials of a school are teachers, curriculum, and pupils. True, it has been said that a school may consist of Mark Hopkins at one end of a log, and a student at the other. It is contended, however, that even with such a distinguished teacher, there would be no learning unless there were present a third essential, viz., curriculum material.

Restating these three essentials of a school in terms of functions, we would say that the function of a teacher is to guide, the function of a curriculum is to furnish a program of educative experiences adjusted to the ability of the learners, and the function of the pupil is to learn. Under the term "teacher" we include the entire personnel of the teaching staff.

Elaborating the purpose and scope of these functions still further, we would say that guidance is essentially the stimulation and assistance given to pupils to reach desirable goals of knowledges, habits, and attitudes. Or, it may be stated as the placing of the pupil in a favorable learning environment in reference to the desirable things to be learned. The two essentials of a favorable learning environment are (1) desirable teaching personality, and (2) educative experiences or learning exercises adjusted to the needs of the group and the individuals within the group. These two essentials constitute curriculum in its wider meaning. Learning, the function of pupils, is responding whole-heartedly to curriculum. Under such a concept of a school, the teacher steps on the starter and the pupil makes the wheels go round. The motivating force within the pupil to cause the wheels to go round is the pupil's reaction to the favorable learning environment created by teacher and pupils. The heart of the curriculum is educative experiences adjusted to the learning levels of the pupils. Teaching art, methods and personality, textbooks, equipment, and the whole physical, spiritual, and social heritage are the materials which may be manufactured into learning exercises by pupils and teacher. This conception of a school contradicts the still too common idea of a teacher as magician, the curriculum as subject matter to be poured, and the pupils, as a vessel to be filled. Instead of a teacher pouring a curriculum, both teacher and pupils convert desirable racial and individual experiences into a curriculum or program of pupil activities. The pupil reaction or response to this program of activities is learning, the essential product of the school.

Let us consider some of the problems which grow out of the interrelationship among these three essentials, curriculum, teacher, and pupils. First, consider the relation of teacher to curriculum. Formerly, and too commonly now, teachers think and act as if curriculum were merely a logical arrangement of subject matter to be mastered by pupils. The old textbooks were so constructed. The writer recalls his first geography text. He was introduced in order to celestial, physical, world, national, and local geography. Could anything be more logically arranged? Surely the universe should come ahead of the local school yard. A changing point of view, however, says that an orderly arrangement of racial experiences, designed as learning exercises for children, who do not possess related individual experiences, is a deadening and futile method of approach. Beginning geographies today are organized on the psychological method of approach. The authors assume that geography for children must be a program of geographical experiences, to be entered into by children rather than an orderly arrangement of adult racial experience to be mentally absorbed. Again, the older point of view emphasized the distinction between methods of teaching subject matter and knowledge of subject

matter. The newer point of view, decidedly less confusing, identifies methods of teaching with the conversion of subject matter into pupil experiences. Curriculum making and methods of teaching tend to become one and the same thing.

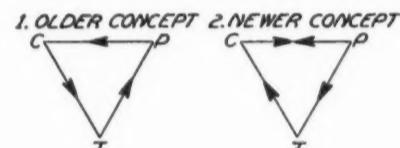
Consider, now, the relationship between teacher and pupils. Some teachers are shocked if they are told that a child can be better understood, through a study of child personality than through the recall of teacher's childhood experiences. They fail to see that adults recall very few of their childhood experiences and even the ones that are recalled are often misinterpreted. Such experiences are too often rationalized out of all proportion to the actual thoughts, feelings, and actions of childhood. Too often teachers think that "bad" pupils are the aggressive ones and that their "wrongdoing" is intentionally aimed to injure the teacher. Such teachers fail to recognize that, quite commonly, aggressiveness is a maladjusted attitude of self-expression rather than malice aforethought. A recent study of teachers' attitudes toward pupils reveals the illuminating fact that when teachers were asked to list the unsatisfactory character traits pertaining to their respective pupils, a long and formidable list appeared. No one escaped. But, when the same teachers were asked later to list their problem cases, very few such cases were listed. In the first instance teachers were centering their attention upon qualities and characteristics. In the second instance the teachers were centering upon personality. They were thinking of the pupil as a person and not as a bundle of qualities. It is this ever-increasing point of view, which characterizes an intelligent and wholesome relationship between teachers and pupils. Teachers of this description recognize that correct attitudes toward pupils constitute excellent curriculum materials, since favorable environment has much to do with securing favorable pupil reaction in the learning process.

Not only are there old and new concepts that

teachers hold in reference to child nature, there are also differing concepts as to what teachers should do about child personality. The older concept envisioned the child as an end product while the newer one considers him rather as a growing product. The first concept places the emphasis upon traits while the second emphasizes integrated personality. The prescription method of treatment is characteristic of those who think of the child as end product, while the diagnostic method is characteristic of those who think of the child as a growing product.

Again, there are differing ideas, characterized as old and new, referring to the relationship of pupil to curriculum. Under the former concept, curriculum was "stuff" to be memorized or recited. This is still the idea of many pupils in regard to a course of study. Curriculum is something to be poured. Life is something to prepare for rather than be lived here and now. Effort is most worth while when it is hard and lacking in interest. Mind is something to be polished rather than used. Under the newer concept of relation between pupil and curriculum, curriculum is life to be experienced at the pupil's level. The process is one of activity rather than receptivity. Purposeful living in the present becomes the ideal preparation for living within a changing world. Effort most worth while is secured through the driving power of interest and successful achievement. Opportunity is provided the pupil to participate in experiences that satisfy both felt needs and social needs. Pupils share with the teacher and with each other in the privilege of constructing their own curriculum.

This interrelationship of curriculum, teacher, and pupils may be diagrammed as follows:



The changed direction of the arrows in II represents the changed emphasis within our schools. Diagram II indicates that pupils and teacher create the curriculum which acts upon the pupil. The reaction of the pupil upon curriculum results in learning. Diagram I representing the older concept, indicates curriculum as something acquired by the teacher to be carried to the pupil. Learning took place if the child reacted properly to the teacher-created curriculum. Reaction was receptivity rather than activity. In the physical world action and reaction are equal. Is it not equally true that when curriculum is converted into educative experiences through the combined activity of teacher and pupil, that learning, a reaction product, becomes automatic? In such a situation guidance functions at its best.



DEATH OF DR. LAWTON B. EVANS

Dr. Lawton B. Evans, superintendent of schools of Augusta, Georgia, for 51 years, died at his home on April 6, following a short illness of pneumonia. Dr. Evans was 72 years old and had enjoyed a national reputation due to his long and continuous service in the schools of Augusta and Richmond County.

Dr. Evans was graduated from Emory College, Oxford, Georgia, in 1880 and from the University of Georgia in 1881.

Dr. Evans received the Columbia University medal for exceptional service in June, 1933. He had been a trustee of the Carnegie Endowment for International Peace and was well known as an author of historical, educational, and juvenile works.

♦ Dalles, Oreg. The school board was able to cut its budget considerably during the first year of the depression, without a lowering of salaries, or a reduction in the number of teachers. The board had previously completed its school-construction program and had practically completed the payment of its school-building accounts. Later in the depression it became necessary to cut the budget and to shorten the school term by two weeks. Some courses were dropped and the teaching load was increased to permit the elimination of a few teachers. Operating costs were reduced as much as possible, the cost of school supplies and materials was cut considerably, and teachers' salaries were reduced by more than 20 per cent. Careful and painstaking attention to the economies of school operation has enabled the school district to reduce its bonded indebtedness by the scheduled annual amount. The schools are being operated on a strictly cash basis and the district is regularly meeting all of its current obligations.

# Who Will PAY the FEDERAL AID?

J. Harold Goldthorpe, Professor of Education, University of Rochester

With the imminence of federal aid to the schools in some form, it is pertinent to examine two rather common beliefs concerning the sources of federal tax revenues. One of these is that federal revenue is paid by the residents of the states and hence is in effect a tax upon the people of a particular state, and the other belief — related to the first — is the prevalent notion that the population of certain states, particularly New York, contributes to the federal treasury an undue proportion of the federal tax revenue. It is the purpose of this article to present certain facts concerning the sources of federal tax revenues and to consider other aspects which bear upon these two beliefs.

Prior to the Revenue Act of 1932 federal tax revenues were derived from four major sources — the corporation income tax, the personal income tax, customs duties, and the tobacco taxes. The proceeds from these four taxes accounted for 95 per cent of the Federal Government's tax income in the fiscal year ending June, 1930, which was the "peak" year of the yield of these taxes. For the fiscal year 1933 the revenue yield of these four sources shrank to two fifths of that for the year 1930; the yield from the income taxes being less than one third of the revenue for the earlier year. For the latter year (1933) the revenue from these four sources constituted 75 per cent of the total taxes collected. It is of interest to note that the tax source which showed the least shrinkage was the revenue from the tobacco taxes. To compensate for the loss in income from these sources the Revenue Act of 1932 provided for a series of manufacturers' excise taxes<sup>1</sup> on a variety of commodities ranging from a tax of 2 cents per 1,000 matches to a tax of 1 cent per gallon of gasoline. For the fiscal year 1933 the yield from these 32 manufacturers' excise taxes was approximately 244 million dollars, of which amount the gasoline tax contributed 125 million dollars.<sup>2</sup> The income from the various sources contributing as much as 1 per cent of the total tax revenue for the fiscal years 1930 and 1933 is shown in the following table:

TABLE I. The Sources of Federal Tax Revenues, 1930 and 1933<sup>a</sup>

Source	1930		1933	
	Amount	Per Cent	Amount	Per Cent
Corporation income tax.....	\$1,263,414,466	34.82	\$ 394,217,784	21.07
Personal income tax.....	1,146,844,764	31.62	352,573,620	18.85
Tobacco taxes .....	450,339,061	12.42	402,739,059	21.54
Customs duties <sup>b</sup> .....	587,000,903	16.18	250,750,251	13.40
Sales of manufacturers and dealers.....	2,676,261	.07	243,615,880	13.02
Documentary stamps .....	72,909,377	2.01	53,429,848	2.86
Distilled spirits and fermented liquors.....	11,695,268	.32	43,174,317	2.31
Checks and safe-deposit boxes.....	.....	.....	40,821,534	2.18
Estates .....	64,769,625	1.79	34,309,724	1.83
Transportation, telephone, telegraph, radio and cable.....	.....	.....	22,032,054	1.18
Miscellaneous internal revenue taxes.....	27,496,911	.77	32,915,404	1.76
Totals .....	\$3,627,146,636	100.00	\$1,870,589,475	100.00

<sup>a</sup>U. S. Treasury Department, *Annual Report of the Secretary of the Treasury on the State of the Finances*, 1933, pp. 318-19.

<sup>b</sup>Ibid., p. 306.

## The Incidence of Federal Taxes

In the last analysis the individual citizen pays the federal taxes. He pays it directly upon his own personal income; he pays it indirectly as a purchaser of goods on which import duties are levied, as a consumer of tobacco products, as the consumer of commodities on which excise taxes are levied, and as the stockholder of a corporation which has a taxable net income. The Federal Government collects its tax revenues through two agencies, the bureau of customs and the bureau of internal revenue. Each of these bureaus maintains offices in various cities and receives payments from individuals and

the state where its main office is located, which is frequently, though not necessarily, the state under whose laws the corporation received its charter. By way of illustration, the General Motors Corporation, which secured its charter under the laws of Delaware, maintains general offices in Detroit, New York City, and Wilmington, yet pays its income tax in Michigan. For the year 1931 its income tax of approximately 14 million dollars was credited to the State of Michigan, although the tax was actually the contribution of its 313,117 stockholders residing throughout the country. Similarly, the Union Pacific Railroad with a charter from the State of Utah, conducting its business in eleven western states and without a mile of track east

<sup>1</sup>National Industrial Conference Board, *Federal Finances, 1923-32* (New York City, 1933), p. 71.

<sup>2</sup>U. S. Treasury Department, *Annual Report of the Commissioner of Internal Revenue*, 1933, p. 51.

<sup>a</sup>U. S. Treasury Department, *Annual Report of the Secretary of the Treasury on the State of the Finances*, 1933, p. 325.

of the Missouri River, paid its 1930 corporation income tax of three and a half million dollars through its New York office. In this manner New York State is credited with the tax though it is derived from operations halfway across the continent.

## The Corporation Income Tax

Because the corporation net income tax has, since 1925, been the largest single source of tax revenue and because of certain aspects regarding its incidence, it is well to give it further consideration. In general, economists have pointed out that this tax is shifted only in unusual circumstances and that it is actually borne by the corporation's stockholders rather than by the consumers.<sup>4</sup> Accordingly, its burden is distributed throughout the population in proportion to the stockholders' equities in the net income of those corporations with taxable incomes.

To understand more clearly the situation concerning the corporation income tax, it is desirable to consider two correlative tendencies in recent economic organization. The first is that of the concentration of economic power and wealth in the control of a relatively small number of corporate units.<sup>5</sup> From their analysis of four important areas of wealth, Berle and Means estimate that one half of the corporate wealth and approximately one fifth of the total national wealth in 1929 was controlled by the 200 largest nonbanking corporations, each of whose gross assets range between 90 and 4,228 millions of dollars. This group of corporations, each of which received net incomes in excess of five million dollars, earned 43.2 per cent of the total net income of all corporations reporting net incomes for the fiscal year 1929 to the Commissioner of Internal Revenue.<sup>6</sup>

As an accompaniment of the tendency of the concentration of economic power, the second tendency of the diffusion of stock ownership has an important bearing upon the incidence of the corporation tax. Berle and Means have pointed out that this tendency has operated to the largest degree in regard to the very large corporations and that it has been a continuing process since the turn of the century. In 1929, in the largest corporation in each of three classes, the largest single stock holding was as follows: American Telephone and Telegraph Company, .60 of 1 per cent; Pennsylvania Railroad, .34 of 1 per cent; United States Steel Corporation, .74 of 1 per cent. Considering the holdings of the twenty largest stockholders of each of these corporations as a single unit, the proportion of their respective capitalizations thus held were: the Telephone Company, 4.0 per cent; Pennsylvania, 2.7 per cent; and the Steel Corporation, 5.1 per cent.<sup>7</sup>

The extent to which the increase in the number of stockholders has been carried between 1929 and 1932 for ten large corporations is indicated by Table II. Eight of these ten corpora-

<sup>4</sup>Greene, William R., *The Theory and Practice of Modern Taxation* (New York City: Commerce Clearing House, 1933), pp. 77-82.

<sup>5</sup>Lutz, Harley L., *Public Finance* (New York City: Appleton, 1924), pp. 315-17.

<sup>6</sup>National Industrial Conference Board, *The Effects of the Federal Corporation Income Tax* (New York City, 1930), Vol. II, pp. 90-114.

<sup>7</sup>Seligman, Edwin R., *The Shifting and Incidence of Taxation* (New York City: Columbia University Press, 1921), pp. 385-88.

<sup>8</sup>Berle, Adolf A. and Means, Gardiner C., *The Modern Corporation and Private Property* (New York City: Commerce Clearing House, 1932).

<sup>9</sup>Laidler, Harry W., *Concentration of Control of American Industry* (New York City: Crowell, 1931).

<sup>10</sup>Ripley, William Z., *Main Street and Wall Street* (Boston: Little and Brown, 1927).

<sup>11</sup>For a critical analysis of the statistical measurement of concentration, see Crum, W. L., "Concentration of Economic Power," *American Economic Review*, March, 1934, pp. 69-83.

<sup>12</sup>Berle and Means, *op. cit.*, pp. 29 and 32.

<sup>13</sup>Berle and Means, *op. cit.*, pp. 47-53 and 108-9.

**TABLE II. The Gross Assets, the Size of the Largest Single Holding and the Number of Stockholders of Ten Large American Corporations, 1929-1933**

Corporation	Gross Assets <sup>a</sup> 1929 <sup>b</sup>	Size of Largest Single Hold- ing in 1929 <sup>b</sup>	Number of Stockholders 1929 <sup>b</sup>	1932 <sup>c</sup>
American Telephone and Telegraph.....	4,228.4	3,112.6	.60%	469,801
Consolidated Gas .....	1,171.5	1,351.9	2.11	93,515
General Electric Co. ....	515.7	405.1	1.50	60,374
General Motors Corporation .....	1,400.0 <sup>d</sup>	1,115.2	32.60	189,600
Great Northern R. R. ....	812.4	872.4	2.12	42,085
New York Central R. R. ....	2,250.0	1,825.3	5.35	54,122
Pennsylvania R. R. ....	2,600.0 <sup>d</sup>	2,208.1	.34	196,119
Union Pacific R. R. ....	1,121.1	1,186.0	2.27	49,387
United States Steel .....	2,286.1	2,158.7	.74	182,585
Western Union .....	332.2	373.9	2.74	23,738
				36,781

<sup>a</sup>In millions of dollars.

<sup>b</sup>Berle, Adolph A. and Means, Gardiner C., *The Modern Corporation and Private Property*, pp. 95-114.

<sup>c</sup>Annual reports of the respective corporations.

<sup>d</sup>Estimated.

tions show larger stockholder lists in this three-year period and several companies, notably the Telephone Company, General Electric, General Motors, Pennsylvania Railroad, and United States Steel, show remarkable increases in the number of stockholders. While information on this tendency is most easily available for the public utility and railroad corporations and although it has proceeded further in these groups, the studies by Means and Warshow indicate that it has been a characteristic of all large corporate enterprises in recent years.<sup>8</sup> Furthermore, this trend has continued unchecked throughout the depression. A compilation published in the *New York Times* of March 4, 1934, based on the holdings of 205 large corporations, showed an increase of 54 per cent in the number of stockholders between 1929 and 1933.

#### Tobacco Taxes

The fourth important source of federal revenue is the group of tobacco taxes. From the standpoint of yield the cigarette taxes are the most important of the twelve different taxes on tobacco and tobacco manufactures: in the year 1933 they accounted for over four fifths of the revenue from the tobacco group. On most of the well-known brands the tax is approximately 6 cents for a package of twenty cigarettes, only slightly less than one half of the customary retail price.

Because the major part of the manufacture of tobacco products is carried on in Kentucky, North Carolina, and Virginia, these three states are credited with 84 per cent of the total amount of \$402,739,059 collected from the tobacco taxes. Moreover, in this same year, these three states contributed 23 per cent of the total amount of federal internal revenue, of which proportion the tobacco taxes constituted over 90 per cent. When the federal tax receipts credited to North Carolina and Virginia are considered, the misleading impression of these figures is apparent. Thus, in 1933, North Carolina with 2.6 per cent of the nation's population and 1.5 per cent of its wealth is credited with 11.9 per cent of the total federal tax revenues. Similarly, Virginia contributed 5.9 per cent of the federal revenues, although it has only 2.0 per cent of the total population and but 1.6 per cent of the national wealth. Actually, while these revenues are collected at source and are credited to the states wherein the factories are located, the tax burden is borne by the users of tobacco products throughout the entire country.

#### Does New York State Carry an Undue Proportion of the Federal Tax Burden?

From the consideration of the general problem of the incidence of the federal tax burden

<sup>8</sup>Means, Gardiner C., "The Diffusion of Stock Ownership in the United States," *Quarterly Journal of Economics*, August, 1930, pp. 561-600.

Warshow, H. T., "The Distribution of Corporate Ownership in the United States," *Quarterly Journal of Economics*, November, 1924, pp. 15-38.

it will be well to turn to the problem of a specific state. Reference has already been made to the undue share of federal tax revenue credited to the states of Kentucky, North Carolina, and Virginia, due to the collection of tobacco taxes. When the situation of New York State is examined it is even more startling. With 10.2 per cent of the nation's population and 11.7 per cent of the total national wealth in 1930, the Empire State is credited in the fiscal year of 1933 with 27.4 per cent of the total federal tax revenues. This fact, no doubt, accounts for the frequent statement that New York pays over 25 per cent of the federal tax burden.

Upon further analysis it is discovered that of the total amount of \$513,499,430 credited to New York in 1933, over one fourth, \$137,152,757 represented the receipts from customs duties. As previously pointed out, only a moderate portion of this amount actually constitutes the true tax burden on the residents of New York. Similarly, while New York is credited in the federal reports with approximately one third of the total revenue from the corporation income tax in the year 1933, which amount is about another fourth of the state's reported contribution, this burden is actually carried by the owners of these corporations. It is unnecessary to suggest that the ownership of these large corporate units is not restricted to New York residents.

**TABLE III. Comparison of the Relative Population and Wealth of the Twelve States Credited with the Largest Payments of the Federal Taxes, 1933**

State	Percentage of Federal Tax Revenue <sup>a</sup>	Percentage of National Wealth <sup>b</sup>	Percentage of Total Population <sup>a</sup>
New York .....	27.5	11.7	10.2
North Carolina .....	11.9	1.5	2.6
Pennsylvania .....	7.1	9.2	7.8
Illinois .....	5.9	7.0	6.2
Virginia .....	5.9	1.6	2.0
California .....	5.6	4.8	4.6
New Jersey .....	3.8	3.8	3.3
Ohio .....	3.8	5.9	5.4
Massachusetts .....	2.6	4.1	3.5
Michigan .....	2.0	3.7	3.9
Kentucky .....	1.9	1.1	2.1
Missouri .....	1.2	3.2	3.0

<sup>a</sup>U. S. Treasury Department, *Annual Report of the Commissioner of Internal Revenue*, 1933, p. 60.

<sup>b</sup>National Industrial Conference Board Bulletin, *National Wealth and National Income*, February 20, 1932, p. 496.

Based upon the Treasury's *Statistics of Income for 1931*, the latest report available, it was found that, of the total of 516,404 corporations which filed tax returns, 110,851, or over one fifth of the total number, filed their returns and paid their taxes in New York State. Of the number filing returns in the state, over a third (39,271) showed a taxable net income, amounting in all to approximately a billion and a quarter dollars; these corporations paid taxes of \$135,401,630.<sup>9</sup> This sum was contributed out of the profits which otherwise would have been distributed to millions of stockholders residing in all the states of the Union.

Some of these corporations have no property in New York and many have properties in sev-

<sup>9</sup>U. S. Treasury Department, *Statistics of Income for 1931*, pp. 128 and 189.

eral states and conduct their operations in many states and have stockholders in all states. The facts will be presented for only a few large corporations, but it is believed they are fairly typical. In 1930 the United States Steel Corporation paid a federal income tax of \$12,004,900 to the office of the Collector of Internal Revenue of New York City. This corporation had 145 plants and warehouses in 20 different states, only two of which were located in New York State. The majority of its 189,990 stockholders are residents of other states and really paid the taxes on their corporation's profits. The American Telephone and Telegraph Company as the agent of its 567,694 stockholders in every state of the Union, paid a federal income tax of \$18,350,862 for the year 1930. The Anaconda Copper Mining Company with its mines and plants in Montana and Wyoming paid its income tax in New York. Sixteen of the 25 largest corporations carrying on their business in the State of Colorado paid their federal taxes on net income in New York City. The situation concerning the tax payments of the General Motors Corporation and the Union Pacific Railroad has already been explained.

These few instances suggest the extent to which the profits of large corporations are derived from the different states, while their management and financing are centralized in New York, and their net income is taxed in and credited to New York. In reality, these profits are received from operations in many states and constitute a share of the earnings from these corporations, whose owners are distributed throughout the nation. The foregoing criticism of accepting the revenue collections in a given state as the measure of that state's contribution to the federal treasury is supported by the following statement of the Treasury Department in its *Statistics of Income for 1931*:

The data, although tabulated by returns filed in each state, do not represent what may be called the geographic distribution of income, there being no way of ascertaining from the income tax returns the amount of income originating in the respective states or the amount of tax paid on that basis, as income reported by an individual or corporation in one state may have been derived from sources in other states.<sup>10</sup>

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Obviously, a plan of accounting for federal tax revenues which credits one state with the payments partially borne by the inhabitants of other states must result in under-crediting these states. A few instances will serve to illustrate this point. Iowa, a state of great agricultural wealth, is credited with but .3 of 1 per cent of the federal tax receipts, though it has 3.3 per cent of the nation's wealth and 2 per cent of its population. Ohio is a state of rich and diversified resources, containing 5.9 per cent of the total wealth and 5.4 of the total population, yet it is credited with but 3.8 per cent of the federal taxes. Similarly, Washington has 1.6 per cent of the total wealth and 1.3 per cent of the

<sup>10</sup>U. S. Treasury Department, *Statistics of Income for 1931*, p. 4.

(Concluded on Page 73)

# Letters to a New County Superintendent of Schools

Memory Lodge, U. S. A.  
May 1, 19—.

My dear County Superintendent-elect:

So you were a candidate for public office last November and won victory at the polls; Congratulations! I hasten to salute you as the incoming county superintendent in your home county, even at this late date. This last achievement of yours will not be the first time that you have brought distinction to that same home county, if my memory serves. As a school orator, a high-school debator, and even on the football field, in your high-school days, you won laurels which made your home constituency walk with proud step and arms akimbo. But, you will have to step lively now. This recent victory of yours does not end with success at the polls, congratulatory messages from admiring friends, or even a neighborhood dinner given in your honor. It presents you with a colossal task these next four years. It challenges you to real leadership, since you are asking me. And was I, a county superintendent of yesterday, proud to be invited by you, a county superintendent-elect of today, to give practical suggestions as to your new work.

First, then, let me stress the importance of the work to which you have recently been elected. There is no administrative position in a state school system which is calling for the well-educated, well-trained, broad-visioned, dynamic leader as is that of the chief executive of the county system of schools. In many territories, the county superintendent of schools was the first educational position created by the legislature for the management of school affairs. Its indispensable importance has continued down to the present. Briefly, Mr. County Superintendent-elect, this gives you an idea of the sometime educational beginnings of school administration as you study the historic setting of the office of county superintendent of schools in your as well as other states.

Harry Raymond Trusler says in his excellent book, *Essentials of School Law* that a "county superintendent is a public officer, whose powers and duties are derived from statutory provisions, and he can exercise only such powers as are specially granted, or are incidentally necessary to carry the same into effect."

I am not sure that every present or sometime county superintendent would accept that as the "perfect" definition of the work of a county superintendent of schools. I quote it because you express regret in your letter that you have so little knowledge of your powers and duties which you will soon assume and so little foundation for school law. You confess that you *crammed* for the examination in school law which you were required to take in your senior year, before your Alma Mater would grant you a teaching diploma. You admit that you saw little value in it, for you, at that time.

Now, you are concerned because you do not know these essentials. Like you, the majority of college and normal-school seniors and teachers going from one state to another, feel that the school code of the state is the "Big, Bad Wolf" in teacher preparation. They have little idea what an important document it is, crowded full of human interest, dramatics, and legislative compromise, reduced to legal terms though it be, for guidance and continued progress in educational work.

To stress the pet preaching of mine, may I quote again from *Essentials of School Law*. The author states that he wrote this book because he "has a profound conviction that the law of the school should be understood by teachers and students of education. In the leading universities today, the student of agricul-

The Letters to a New County Superintendent of Schools, of which this is the first, were written by a former county superintendent who, in the course of her career, rose to a high office in the commonwealth and in the profession of teaching. The second letter will appear in an early issue.—Editor.

ture is taught rural law; the student of medicine is taught medical jurisprudence; the student of engineering is taught contracts and specifications; but the student of education who, as a teacher or superintendent, will encounter equally as trying legal situations, is left wholly uninstructed in the general law determining his rights, duties, and responsibilities. Occasionally he may be taught the school code of a certain state; but in addition to the statutes of any state, there is a vast body of common law and statutory construction which enters into practically every controversy affecting schools and teachers. It is this important groundwork of school law, common to all states, that this work endeavors to formulate and explain."

Since you are asking me for advice and counsel, I suggest that you not only take down that dusty, shelf-worn, obnoxious school code and study it day by day, every day that you hold public office, but that you seek every available source of help on the common law of the land as pertains to your work and relates to schools, parents, school boards, teachers. Your powers and duties will include help and counsel to the above-mentioned groups in their rights, duties, and responsibilities. Some task and hard study ahead for you, Mr. County Superintendent-elect, since you are asking me.

I congratulate you upon being able, in these times, to resign your position as high-school teacher and return to your Alma Mater to complete your work for a master's degree, since you do not take public office until next September. Is it a bit unusual that county superintendents in a state have a ten months' interim between election and the time of taking their public office? Be that as it may, it gave you the rare opportunity to do, *now*, what you would have been unable to do later when you became county superintendent; take time off to study for practically an entire school year. Perhaps the solons of your state had in mind, in fixing the date for the county superintendent-elect to take office, that they would need ten months in which to prepare for the overwhelming task ahead, with its volume of infinite detail and its increasing demands for field service. It might have been a desire to keep the schools, a political institution, out of politics.

I congratulate you on making the sacrifice to secure your master's degree now and on placing your emphasis in this last collegiate study upon *Rural Education*. Rural Education will be your major objective in your work as a county school executive. If I were to define *Rural Education*, I should say that it is the schooling of boys and girls in communities where the rural interests and activities of the resident citizens are largely agricultural. I would not confuse the suburbanite just outside the city limits with the rural resident of the farther removed sections of your county. You will find one urban-conscious and the other rural-minded. The administrator of the schools of a county must have a knowledge of rural conditions, as such, and rural educational problems in general, and those of his immediate county in particular. He must have knowledge of the best modern principles and practices in education and be

able to give direction and guidance in their adjustment and application.

You have asked me to suggest ways and means through which, in addition to your present study at your Alma Mater, you may increase your knowledge of your prospective problems. When I first entered the field of school administration, I worked as a deputy county superintendent of schools for five years. It was my privilege to work under two different school chiefs during that time. The first county superintendent, under whom I served, had an eagle eye to schoolroom management and classroom instruction, while my second chief was stern in his adherence to law and in his formulation of public policy. It proved a valuable five years of intensive study in practical problems of school administration for me, in view of my subsequent work as county superintendent.

Each of the objectives mentioned above, which my school chiefs stressed, were vital factors in my own county administrative work. I came to view another with increasing importance as I acted during those five years as an office roustabout and field substitute for my chiefs. It was that of living conditions of teachers. I shall not dwell upon that problem here, but hope to discuss it with you later. The problems of taxation, teacher preparedness, district reorganization, and equal educational opportunity; all have taken an important place in the public eye. Illiteracy has claimed nation-wide attention and rural life has had its share of these less fortunate citizens. The three R's are still stressed as thoroughly as ever but the three C's also loom large in the training of the boys and girls of this complicated twentieth-century period. Culture, Character, and Citizenship demand a place alongside the three R's of yesterday.

I suggest, as one of your ways and means of securing help on your future administrative problems, that you use some of your conference periods with your different professors. Their teaching experience — in rural schools, grades or high school — will constitute part, too small a part, perhaps, of their educational background. Doubtless most of them have held administrative positions and possibly one or more have served in the office of county superintendent. They will testify to you from first-hand experience that the county school superintendent comes close to the common people and their common interests.

To the county superintendent, therefore, I would turn next. Select those who are either closing their last four-year term or entering it. It will be a capital plan if you can find it possible to visit one of these county superintendents in action. He will discuss with you more fully the different phases of his work, his major objectives, and the many-sided problems of county administration, if you visit him on the job. If you meet him at a convention, he is apt to overlook many important points which you need to know. Talk with as many county superintendents as you can at the meetings, however, for each approaches his work and uses his powers, tempered with his own background of experience. His powers and duties are your powers and duties, adjusted to each county and adapted to each of the different sections of varied topography of our state through the leadership of the county superintendent in charge.

The *real* meeting of the year to county superintendents of schools is the one which the superintendent of public instruction is authorized, by law, to hold for *county superintendents*. This is a county superintendents' meeting, in fact.

These county officials bring their problems and lay them at the altar of the state school chief and members of his staff. The opportunity to meet the different members of the state school staff is, in itself, a privilege, and the counsel which they give in their respective field solves many problems for the county executive. The opportunity to visit the state department and watch its machinery in motion is stimulating. The personal contact of this annual meeting is challenging.

I recall, at one of these annual meetings, a beginning superintendent, in answer to roll call regarding the work of the county, burst forth with:

"I have nothing to report for I am new in the work. I shall never have anything to report for I shall resign before my first year is up."

"I have heard other new superintendents make that same threat in former years" challenged the superintendent of public instruction who was acting as chairman during the roll call.

"Well, I never dreamed that the duties of the county school superintendent could be so multitudinous" went on the disheartened beginner. "Right now I am seeking help at this meeting about a squabble in one of my school districts over a district boundary line. What do I know about the adjudication of anything so important as changing a pioneer school-district boundary?

"As a group, we are the most *overworked* and *unprepared* school administrators in county or state. Outside our state school chief, we have the largest field and sterner responsibilities. But, what can I hope to accomplish with no clerical help or a supervisory staff? Just because I am superintendent in a small county is no reason why I should do without adequate office help and field staff. Every other officer in the courthouse has more help than does the county superintendent of schools."

You should have heard the county school superintendents, in convention assembled, "talk up in meeting" to that discouraged, impatient new superintendent. We admitted that many had been tempted to resign, but the more we worked with school boards, whose service was free and little appreciated, the closer we came to the lives of the country life of our counties, the stronger the appeal for our best service. We testified, one by one, that there is an unaccountable fascination in the work of county superintendent that finally grips them and challenges them each day to do more than on the preceding day. The welfare of boys and girls is in their hands.

The superintendent of public instruction, a former county superintendent in the state, took time to point out the joy in the service which we could give to boys and girls under our jurisdiction, the help we could be as teacher counselor and the fine comradeship which was possible with the large group of representative men and women in school districts, known as school directors. Our state chief lifted us out of the petty annoyances of the daily grind and gave us a clearer vision of our service to humanity. He admitted that ours was a hard position to fill but he knew of no other that brought such rich returns if our work were well done. He brought home to us, his need of our best service. That we were his first lieutenants in the administrative work of the state. That he could carry the work no higher nor make it one whit stronger than the combined strength of the work of each county permitted. One weak link in county administration retarded the entire state progress.

He made us see clearly that our county was not a single community. That it was an assemblage of communities and we needed to understand each one and lead them into a harmonious relationship in the coöperation of county and state affairs. It meant study of

## LEADERSHIP IN PUBLIC RELATIONS

Educational leaders can now see in retrospect three hectic years in the history of education. In spite of an energetic defense of the schools by administrators, teachers, and friends of education, the schools seem to have suffered more as a result of the depression than other public agencies. Those fighting for tax reduction have not only succeeded in cutting the school revenues but in many instances have dictated the kind of education which our reduced income is to provide. In some areas schools have all but disappeared, while in others they have been severely crippled. The plain fact is that with several years of struggle for support a matter of history, the schools still face a serious crisis. In the background of this crisis there is a striking lack of mutual understanding on the part of educators and the public. Not all of the blame for this condition can be placed upon the teaching profession but a large part of it must be assumed by the profession and especially by its leadership. It therefore seems appropriate to examine the character of our leadership in public relations during this trying period.—Ernest O. Melby.

human conditions and leadership through personal contact, many times, in order to administer the entire county, efficiently.

Our state superintendent admitted that because the legislature fixes the salary of county superintendents through a plan of classification, based largely upon population, with little thought to the varied topography of the state and the large areas of certain counties with low population returns, that we could not hope to be paid as well as those administrators in the cities who are elected by a school board who have the power to fix the salary of the superintendent whom they select. Another great hardship for the elected county superintendent is the fact that his budgetmaking board is the county commissioners. He is elected independently of this board and they feel no personal responsibility for his work. Our state superintendent made it very plain that one of the real tests of leadership was in securing adequate budget to carry on the work. Some county superintendents had been able to accomplish it. Others had feared the criticism of asking for a budget sufficient to the needs of the work. That it took a high degree of courage to fight for the interests of the schools and our greatest asset—boys and girls. That it meant the sacrifice of our personal interests at times if we brooked the displeasure of our budgetmaking board.

Did the complaining county superintendent of that session resign? She did not. She went home and gave her county a "New Deal." She set about to surmount the obstacles which she found in her work. She learned her work thoroughly, both in office and field. She changed the time-honored custom of visiting her schools but once a year by visiting some of them where the inexperienced were found, as high as four

## ADULT EDUCATION

Adult education—and I am among those who hope much from it—cannot possibly aim at making people masters of all the complicated problems of modern life; it can only perform the function of enabling them to choose wisely the persons to whom they turn over the working out of those problems. This may not be an inspiring program but at least it has the merit of being an intelligent and a feasible one.—George E. Vincent.

teen times. Her eight years of service was of great value to the people of that county.

Two outstanding contributions were made by this county superintendent: rural school supervision, of which I shall tell you at some future time, and her annual school director-teacher banquet at the time of the annual teachers' institute. Once I attended this annual gathering. When did the Waldorf-Astoria ever set up a finer dinner or serve in better style than the county-seat hotel gave us that night? Everyone was dressed up in their best "bib and tucker." The song leader knew her work. The talent of the county schools had been placed on the poetry and hits and songs which were to be found at our places. This banquet was a festive occasion, long to be remembered.

The president of our state teachers' association was the main speaker of the evening. His ideas about the "rubes" of country life and school directors who manage the rural schools were well known. He was in his best frame of mind and gave us a real message that night. But, with that off his mind, he began to quietly check up on his previous knowledge and impression of rural teachers and rural school boards. I heard him say to the county school superintendent: "I never knew that such a gathering as this was possible in a small isolated county like this."

The county superintendent sat quietly and listened. She hoped that the occasion would be a lesson to him, a city educator, who had had conflicting views about the rural teacher and the rural school boards.

"I thought that school directors in the country were dead letters in spirit and action," the city man went on. "Do you mean to tell me that those up-and-coming fellows are school directors in this county?" he challenged with a smile.

"Nearly every one of them," replied the county superintendent. "A few are from towns and villages, for we have no cities in this country. A number of these directors are graduates of our state college."

"Well, I am certainly learning a lot about the up-to-dateness of country people. One of the best teachers we ever had in the high schools in our city is here tonight as one of your school directors. She married a farmer four years ago and came to your county to live. Look at her beaming face. I never saw her in happier mood. I had lunch with her and her husband today, and believe me she can cook."

"I am returning with a new viewpoint about country people, Madam County Superintendent," he said later as she was bidding him good-night.

"And I, in turn," said the alert county superintendent, "shall be happy to report at the next annual conclave of county superintendents that one city school leader found out that people in the country are mentally alert; interested in their boys and girls, their sons and daughters, their neighbors' children."

"These country people are as capable of managing their schools as are your people in the city," she challenged saucily. At that they both laughed, good-naturedly, despite the fact that in the last legislature they had been arrayed on opposite sides in the issue as to whether country people had a right to have a voice in the local management of their schools.

"I am returning to the city, a wiser man," replied the city man, still smiling, but firmly. "I am not afraid to admit it when I am licked."

I have permitted this letter to lengthen into an epistle as I have written down some of the happenings and meetings of yesterday. You will, therefore, understand the necessity for me to close, thus, abruptly.

*A Sometime County Superintendent of Schools*

# Another Successful Partnership

*The Story of Eleven Years of School and Library Cooperation in Evanston, Illinois*  
R. E. Wolsley

Since the "new deal" went into effect we have been hearing much about "partnerships." For the past eleven years there has been a partnership at work quietly and smoothly in the city of Evanston, Illinois, a large suburb of Chicago. This is a partnership between the public schools and the public library of the community. Although such coöperation could be obtained in almost any city or town having both school and library systems, there are relatively few in the country. The Evanston plan is among the oldest and most successful and the story of its operation may inspire other communities to investigate the possibility of establishing a similar coöperative program.

This partnership has had a number of definite and realistic results. The educational work of the library has been greatly extended. The book resources of the public schools have been enlarged to a degree that the schools alone could not achieve. The child begins early in life to have an appreciation of books and learns to use them. The taxpayer of the city is saved money and has a larger return on his taxes. The adults of the city have additional branch libraries and are able to make greater use of library facilities. The schools and libraries are brought into closer relationship.

David E. Walker, superintendent of one of the two school districts in Evanston, pointed out some years ago that Charles Francis Adams, Jr., had once declared that "though the school and library stand on our main street side by side, there is, so to speak, no bridge leading from one to the other."

Such a situation is not found in Evanston. There the school and library buildings are gradually being merged into one, not literally, but at least figuratively speaking.

## Every School a Library

Every one of the fourteen public schools in the two school districts houses an agency of the public library. Pupils in each school are assigned to the library in that school for from 30 to 45 minutes a week, as a part of the school curriculum. No longer does the library reach only the child who seeks books of his own accord, but all those who are not interested are exposed to the rich world of literature. Every child is taught where to find books and magazines, how to use them, to be able to find references and use the filing system of the library efficiently, and to coordinate his library work with his schoolwork.

All bookwork for this coöperative plan within the city of Evanston is headed by one person who is jointly employed by the public library and public-school boards. For the public library she is head of the children's department. For the public schools she is supervisor of school libraries. This is Miss Gertrude W. Morse. In addition there are five school librarians, who likewise are employed jointly by the two boards, the schools paying two thirds of their salaries and the library the remaining third. Miss Ida F. Wright, head librarian of the city, selects applicants for the positions, who must be primarily library trained but with a sound knowledge of pedagogy and an understanding of children. The school superintendent makes the final decision as to which will be accepted for each post. Each librarian spends a specified time at the schools within her jurisdiction, and pupils are assigned to their library room when the librarian is present.

Obviously this coordinates with the use of books in each school in a manner that any educator would approve. Modern educational meth-

ods call for many books on the same subject. With the advent of the project method the need for a variety of viewpoints is imperative. But school budgets do not permit the purchase of a wide range of titles; on the contrary, book purchases of this type plays a very small part in the budget. If the school and library buildings were side by side or separated only by a highway, the "bridge" would offer no difficulty. But in most cities, as in Evanston, the main library and branches are often inaccessible to students in public schools not near by. The library board cannot, in its turn, afford to open branches near all schools or in all neighborhoods. The schools, because library service is essential to a progressive curriculum, feel that they must designate a room as a library, but cannot afford to conduct a separate school library. If the public library provides the main portion of the books and the supervision, the school can readily pay such overhead charges as rental, equipment, janitor service, and lighting, since it has made the initial investment for its basic function. This is exactly what has taken place in Evanston.

## Book Purchases Shared

The library buys the bulk of books, while reference volumes are supplied by the schools. By 1933 the number of books in the school libraries reached 24,685 and their circulation attained 299,433, an average circulation for each pupil of 29 volumes a year. In a number of instances the book supply has been augmented considerably by the work of the parent-teacher associations. The cost of cataloging of books is in most cases paid by the schools. Upkeep after establishment comes to about one dollar annually for each pupil in a school, this expense covering rebinding, purchase of new books, cataloging, and the like.

This plan began in 1922 with a single school librarian and a few agencies. One of the two elementary-school districts entered into an agreement with the library board for the joint financing of the librarian. Within a year two of the public schools had library rooms. But the libraries were open only after school hours. As the usefulness of the libraries grew, they were opened during class periods and classes were regularly assigned. One by one the schools

in each district seized hold of the plan and shared in it. Circulation increases were made at remarkable rates, and today there is not the slightest question of the value of the idea among the school- or library-board members, in the city administration, and from the children and adults who use it.

The school and library boards naturally approve of it, for it saves each money. Alone, neither board could carry on such a project. The single cost for each would be in excess of the cost when carried jointly. This is true because there would be duplication which is avoided under the coöperative plan.

The pupils approve of it, for it makes their schoolwork more interesting and brings the library within easy reach if they happen to live distant from one of the regular agencies.

The citizen of Evanston approves from the financial as well as educational point of view, for it eliminates duplication and gives him more for his tax money, inasmuch as it is more efficiently used. He has confidence that the mental companions of his children — their books — are selected as carefully as he would wish to select their human companions. He knows that children taught intelligent use of the library from their school days on will in later life find the library more useful. In addition to this, as three of the school libraries are also community branches, he has the use of that many more branch libraries than he would have if the school buildings were not in use. It is no great additional expense for the schools to keep their libraries open after school hours for adult use, but it would be prohibitive for the public library to maintain as many additional branches under its own expense.

## The Educational Values Advanced

The educator's point of view is summed up by Miss Helen Sanford, principal of the largest school in Evanston, who says:

"Contrary to the opinion of the average layman, the school library has not been added to the school organization because of a wish to give children a chance to read more books for recreational purposes. It has been added because better than any other unit of our school or social organization it definitely contributes to the enrichment of our curriculum. It has



THE MAIN BUILDING OF THE EVANSTON PUBLIC LIBRARY, EVANSTON, ILLINOIS  
This is the center from which the public schools in the two Evanston School Districts receive daily service and direct aid for the elementary and high-school libraries.

been established because there needed to be a source of information with reading and picture material available for the various age levels.

"To have any idea of the importance of the school library to the school," Miss Sanford goes on to say in considering the curriculum aspect of this plan, "one must have some notion of the school curriculum. For the past several years emphasis in school procedure has been placed upon the socializing of the recitation. Project method, problem method, contract method, the socialized recitation, and such, are devices for the purpose of gathering and presenting more facts for the problem being studied—more facts than the limited information of any textbook can supply.

"We introduce the library to the kindergarten children because it is one of the problems of the kindergartener to surround children with reading influences that will help to create a reading readiness later in their school experience. In the first grades, as soon as a child is able to sign his name on a library card, he is entitled to take books from the library. This practice gives to these young children wider opportunity to gain skill and fluency in reading, as well as to enrich their vocabularies.

"It must be understood, however," Miss Sanford concludes in her observations, "that the use to which the library is put depends upon the conviction of the teachers that there is a need for, a value and a satisfaction in enriching the course of study to an infinitely greater degree than can be done with the use of a textbook in the classroom. Added to this support given by the classroom teacher, there must be a flexible curriculum, an organization of the school schedule that will give every child in the school the opportunity to know how to use the library, and a trained teacher-librarian who knows the materials, understands children, and acquaints herself with the curriculum."

The leisure-time aspect of this is further emphasized by Superintendent Walker. He sees this as an opportunity to train children in the proper use of such time. "Both library and school," he says, "have as objectives the wise use of leisure time. With the invention of every new labor-saving device, this problem becomes greater." Quite obviously the teacher is helped because the school librarian, observing the schoolwork close at hand, is able to call to the attention of teachers related material which is available in the library.

#### Reasons for Success

The plan is not without its disadvantages. Miss Hannah Hunt, one of the five school librarians in Evanston, points out that "There is a very definite danger that 'library' will become a subject in the children's minds related only to their schoolwork. Any compulsion to read library books may rob leisure reading of its joy. However, it is possible to overcome this through the attitudes of teacher and librarian." This drawback applies less under such a coöperative arrangement as that in Evanston. Where the public school maintains the school library altogether, without reference to the city library, this tends to be the case. But the ingress of the public library into the public-school life links the child with the larger activities of the grown-up world.

The most important factors in successfully maintaining such a partnership as this are, in the opinion of Superintendent J. Roy Skiles, of District 76 of the board of education of Evanston, the personnel, the periods of library use assigned to the pupils, the regularity of such periods, the cultivation of the reading habit in the children, and the use of the project method in the schools in coöordination with the library. Miss Elsie A. Schinzel, one of the school librarians, adds to these "Close working coöperation between librarian and teacher," as well as

use of all types of publicity to interest children in books. From Miss Mildred Batchelder, also one of the school librarians, comes the suggestion that this factor is of utmost importance: "Understanding (by all concerned) of mutual aims and of the extent to which the school and library supplement each other in their realization."

The coöperative plan at Evanston is not, of course, the only working arrangement between library and school in one community. There are varying plans in effect at Gary, Ind., Cleveland, Galesburg, Ill., Chicago, Detroit, and other cities. But that at Evanston is distinctive in a number of ways. It is a plan working successfully in a small city, the population being about 65,000. It is an instance where the coöperation has been perfected between one library board and two school districts. The success of the arrangement at Evanston proves its adaptability to almost any community with a library and schools. Another mark of distinction is the more than a decade of satisfactory operation. There seems to be a greater degree of coöperation in the Evanston plan than in others, for

in Evanston there are certain physical differences that make variance of opinion on policy and methods more likely to occur, but they have not.

Even if it were difficult of operation, the results would seem to justify the operation of such a plan as this, if the experience of the Evanston public schools and public library has any significance. Miss Wright phrases one of the main results of this plan in this fashion:

"The acquaintance with and the facility in the use of the school library which the pupil is taught leads him to continuing the use of the public library after his formal school has ended. The 'library' as conducted through the Evanston system is one of the finest bases for lifelong adult education." Miss Batchelder points out, in this connection, that "The chief purpose of the school library is to foster a permanent and discriminating reading interest and intelligent use of books, the close association between public and school libraries making the transition to the use of the public library simple and obvious."

## When the School Board Looks for a Superintendent

**W. W. Ludeman, Southern State Normal School, Springfield, So. Dak.**

Each year, many school boards spend strenuous hours examining the credentials of and interviewing candidates for superintendencies. In most cases, the matter is taken up carefully and systematically and the boards make a thorough investigation of every possible angle so that the man finally selected is one who will give satisfaction. However, in some cases, boards come to conclusions hastily, without all the facts at hand; sometimes they are influenced by a special outstanding capability of a man, such as his ability to discipline, his knowledge of school finance, or his social popularity. When such a hasty choice is made, the result is the employment of a man who is one-sided in his administration and the school suffers thereby.

One illustration of this was in a city where pupil discipline was at a low ebb. The school board proceeded to look for a rigid disciplinarian and found one. The man himself boasted that ability to employ severe disciplinary measures was his highest recommendation. In the course of a few years, however, he was let out on the ground of the general lack of pupil progress. In another city, a superintendent was selected to carry out a program of school economy. He did succeed in saving the district some money but at a tremendous sacrifice of teaching efficiency and with a corresponding reduction in the accomplishment of the pupils. Further cases of the results arising from this lack of careful picking of candidates are plentiful in every state and county.

It seems wise for a board of education to have some criteria or standards, as the basis upon which to select a superintendent. School officials rarely avoid making a careful investigation of the character and personality of the candidates. For centuries, it has been expected that school teachers set somewhat of an example socially and morally in the community, and rightfully so.

On the other hand, it often happens that, in the overanxious and careful consideration of personalities, there is neglect of the facts of a man's training for the task for which he applies. This inclination is much the same as the man who selects a race horse by appearance and "running form" without knowing how fast the horse can run. Every superintendent should be trained for his task, and the school board should make sure of this training before selecting a candidate.

#### Some Standards of Evaluation

First of all, a superintendent should be trained in teaching methods. Even though some would say that this is unnecessary, since he does not teach or teaches only an hour daily, still, the school head must be able to evaluate the teaching which he sees. He must have a knowledge of what are the

most approved methods in each school subject in order to secure the best instructional results, since progress is the goal of all instruction. The superintendent must be trained in methods to such an extent that he can select and adapt new methods, in order that the schools can be kept up to date with the newest scientifically approved ways of teaching the pupil.

A knowledge of educational psychology is invaluable to a school superintendent. In the solution of his daily problems, the school executive employs psychological principles of learning, of instinctive tendency, of habit formation, of native versus acquired capacity, of memory, of imagination; and without a thorough understanding of the principles of educational psychology these problems will either not be solved or serious mistakes are certain to be made in their solution. All understanding of the behavior of the school child is based upon some fact in educational psychology, and school boards will be wise to evaluate practical psychology as an important skill in the prospective superintendent.

The superintendent must necessarily have adequate training in school management, which includes a vast list of general duties such as the keeping of records, the handling of supplies, and detailed items of room management, such as procedure, discipline, and control. The school head cannot be too exacting on these objective matters. Many young schoolmen have been unsuccessful as executives for no other reason than failure to regulate disciplinary and routine matters.

The superintendent, by the very nature of his position, is responsible for the supervision of teachers in order that he may properly improve instruction. He must be acquainted with the best methods of teacher grade-placement, the most effective ways of teacher criticism and rating, and the most highly approved types of objective testing. Under no consideration should he fail to keep in close touch with the work of both teacher and pupil so that he may be a true leader and guide.

A superintendent is responsible to his constituency in the curriculum offerings for the pupils of the community. He must know how wide should be the scope of the schools, what the balance of subjects ought to be, how they should be differentiated for varying types of pupils, and how adapted to local conditions. The superintendent is essentially the leader in all curriculum study and changes, all of which is impossible unless he is well grounded in the techniques of curriculum building.

Again, no candidate deserves to be considered for a superintendency, without a knowledge of ways and means of using both mental and educational tests. The information that can be secured through

(Concluded on Page 73)



the use of school buildings for other than school purposes will frequently bring to the recognition of the citizens, the necessity for modernized equipment and improved facilities when such needs arise.

The question arises intermittently as to what part the principal should exercise in the management of the school building. The day is rapidly approaching when the principal will assume more completely the rôle of "master of his household." In the interest of efficiency, the principal is the logical person in whom should be vested the administration and control of his school building when used for other than school purposes. With a well-defined policy established by the board, the principal, by virtue of his executive and managerial position, can exercise the proper authority for an efficient and effective control on the use of his building for other than school purposes.

### Business Management Needed

The third consideration in determining a policy for the use of school buildings for non-school purposes is that of business management. By virtue of the lack of a well-defined policy, boards of education have wasted endless time in discussing the variable aspects of all requests intermittently made for the use of school buildings. Failure to appreciate the problems concerned with the management of school buildings and the property thereof, has resulted in inefficiency, extravagance, and misunderstanding. Sound business management requires that a careful study and analysis should be made of the following five factors:

1. Demands arising from requests for the use of school buildings.
2. Cost elements involved.
3. Efficient procedure of control.
4. Adequate accounting system.
5. Schedule of fees with provision for special requests closely related to school purposes.

Relative to the first factor, the minutes of the board of education over a period of years provides a valuable source of information at the disposal of the board.

With reference to the second factor, the janitor or the engineer is in a position to furnish objective data as to the costs of heating and lighting; and the element of "depreciation" can be readily estimated. To these items there should also be added the actual cost of janitorial-engineering service required for a period during which the building is used.

Relative to the third factor it is possible for the board to be guided by the most promising divisions of the administrative machinery existing in the educational organization; and consensus of judgment will dictate the form of application blank, embodying the desirable standards to be maintained by the applicant, as well as the form of the permit to be used, and janitor's report to be rendered.

With reference to the fourth factor, merely a definite form is needed to constitute the principal's record book, the principal's monthly report and the service bill for janitorial service. The fifth factor involves merely the necessity for compiling, in ready reference form, the data determined from a study and analysis of the factors enumerated above. When compiling this table, some boards of education may feel justified to include in the fee charges, an amount not adequate to cover the actual operating costs involved, but also the item of cost involving the free use of the building by community activities closely related to school purposes.

### A Policy in Operation

As a suggestion of the type of policy that embodies the considerations outlined in the foregoing, a specimen set of materials is submitted to present the possibilities inherent in a proper control and regulation of the use of school buildings for other than school purposes. In this

set-up, measurement, experimentation, and experience are combined in an innovation and departure from the previous restricted paths of the past; and while its operation continues, changes and revisions will undoubtedly be necessary. Meanwhile, the sessions of the board of education will be less lengthy, waste motion will be minimized, and an adequate check will be provided for the efficient regulation of the service extended.

#### SCHEDULE OF FEES (For other than School Purposes)

##### REQUESTS — GROUP I — ACTIVITIES

(For which an admission fee is charged)

###### CLASS A

Address (talk or lecture)	Dance
Card Party	Exhibit
Class Instruction	Lyceum Course
Private	Operetta
Professional	Play (show or entertainment)
Concert	Movie
Debate	Recital
<b>Standard Fees</b>	
Classroom (each) .....	\$ 2.50
Elem. Auditorium .....	10.00
Lowell School .....	20.00
High Gymnasium .....	10.00
High-School Auditorium .....	30.00

###### Additional Extra Fees

	For Heat	For Light
High-School Auditorium .....	\$4.50	\$3.00
High-School Gym .....	4.50	2.00
High-School Auditorium and Gym .....	4.50	5.00
Elementary Auditorium .....	2.50	1.50
Elementary Classroom .....	1.50	1.00
Music Room .....	4.00	2.00
High School Foot and Border Lights .....	2.00	

##### REQUESTS — GROUP I — ACTIVITIES

###### CLASS B

###### Athletic Purposes

###### Standard Fees

Lowell Auditorium .....	\$20.00
High-School Gym .....	15.00

###### Additional Extra Fees

Locker Rooms — Use of Showers .....	\$2.00
-------------------------------------	--------

##### REQUESTS — GROUP II — MEETINGS

(For which no admission fee is charged)<sup>2</sup>

###### xCivic or Improvement Associations

###### Community Sings

###### Exhibits (Garden Club — Artists)

###### xOrganizations sponsored by the P.T.A.

###### (child-study groups, choral, alumni, dramatic groups, etc.)

###### Recital, concert

###### xRehearsals (Community Orchestra and Band)

###### Rehearsals, dress

###### Rehearsals, practice

###### Use of the Gymnasium

###### Political and Non-Political

###### Conference

###### Debate

###### Conventions

###### American Legion

###### D.A.R.

###### Firemen

###### Fraternal Organizations

##### GROUP III — SPECIAL CONSIDERATIONS\*

(Also based on the provision that no conflict occurs with any school activity.)

###### CLASS A

(From whom NO FEE is required)

###### Standard Fees

Classroom (each) .....	\$2.50
Elementary Auditorium .....	3.50
High-School Gym .....	3.50
High-School Auditorium .....	3.50

###### Additional Extra Fees

*Cafeteria.* The payment of a fixed charge and arrangements for the use of the cafeteria must be made with the Cafeteria Manager. It is understood that the Cafeteria Manager shall be present whenever this room is used.

*Projector Equipment.* The payment of a fixed charge and arrangements for the use of the projector equipment must be made with the principal. It is understood that a reliable person shall be present whenever this equipment is used.

N.B. Library rooms must not be rented.

<sup>1</sup>If 25 per cent or more of the GROSS proceeds is donated for township or public-school welfare purposes, 50 per cent of the fee will be refunded by the principal upon presentation of a signed receipt from the recipient acknowledging the donation.

<sup>2</sup>If all the proceeds are donated, less than actual expense involved, no fee will be charged.

No free-will offering or collection will be permitted unless the entire amount is donated for township or public-school welfare purposes.

All associations or organizations classified in this group must maintain the same standards, governing the use of the school building, as outlined in the formal Application Blank. Janitors will not be compensated by the Board of Education for Class A service, as it is expected the organizations will assume this expense.

\*Not more than one regular evening meeting per week nor later than 9:30 p.m. Time for a meeting may be extended by forfeiting a regular meeting. Other activities shall be governed by "Schedule of Fees."

<sup>3</sup>After 12 midnight, the janitor in charge will be paid, by the Board of Education, at the rate of 75 cents an hour. National, State, County, and Municipal elections will be arranged by the District Clerk.

\*After school hours to 6 p.m.; also one evening function in addition to one regular evening meeting per month. An additional evening function may be substituted for a regular meeting. Additional evening activities per month must be governed by the rates set forth under Group II.

\*No fee will be required if only the Receiving Room in the High-School Building is used.

#### REGULATIONS FOR THE USE OF SCHOOL BUILDINGS

##### (For other than school purposes)

###### GENERAL PROCEDURE

1. Any local association, organization, or individual desiring the use of a school building must apply to the principal thereof for a written permit.

2. The applicant, or a reliable officer of any association or organization seeking permission to use the building, will be required to assume definite responsibilities, during the period when the building is in use, by signing a formal application blank.

3. Provided no conflict occurs with any school activity, and provided the building is not to be used for activities carried on as a private social function, a regular commercial venture or a regular business, the principal will grant a permit, upon presentation of a properly signed application blank, and the receipt of the proper fee payable in advance.

4. The principal will be governed in the collection of fees by the "Schedule of Fees," hereinafter set forth.

5. The principal will properly account, on a prescribed form, for all fees collected and transmit, monthly, such form and fees to the clerk of the board of education.

6. The principal shall have the right to deny the use of the building to any individuals or organizations when a conflict occurs with scheduled school activities, or when he has found that such individuals or organizations have previously violated any of the conditions or agreements set forth in the application blank.

7. When a principal grants a permit, he must immediately notify the supervising janitor by telephone (to be followed by a written confirmation) as to the purpose for which the permit is granted. The supervising janitor may then select a janitor, other than a member of the regular janitorial staff; and the janitor selected will be responsible for the opening of the school building, the general supervision, cleaning, care of property, and closing of the school building, within the period for which the use of the building may be granted. He will also be held responsible for carefully filling in and signing the "Janitor's report" embodied in the application blank, which must be left by him in the principal's office before leaving the building.

8. The principal will then file the application blank in his office as a permanent record.

9. The janitor selected will open the building upon the presentation of a properly signed application blank and permit.

10. The janitor selected will be paid a fee of \$2.50 by the board of education for each period of service duly authorized by a permit.

11. The janitor selected will be required to submit a bill to the clerk of the board of education for the service which he has rendered; such bill must first be approved by the principal and rendered on the form prescribed by the board of education.

12. If a benefit performance of any nature is given, for which 25 per cent or more of the gross proceeds is to be donated for township or public-school-welfare purposes, the principal is authorized to refund 50 per cent of the scheduled fee upon presentation of a signed receipt from the recipient acknowledging the donation. The receipt is to be retained by the principal and, when accounting for fees collected, is to be transmitted to the clerk of the board of education.

13. Reservations will be made only when a permit has been issued.

#### APPLICATION BLANK

..... 193.. hereby applies to the Name of Organization or Individual

Principal of ..... for the use of Name of School

..... auditorium ..... a.m.  
..... gymnasium ..... } during the p.m. of ..... 193...  
..... classroom no. ..... Month Day  
beginning at ..... and closing at ..... o'clock  
The above will be used for .....

It is understood that the use of the auditorium in the elementary schools includes only the use of the main auditorium, the full stage, the footlights, and border lights (if any), and the piano. In the high school, it includes only the use of the main auditorium and the balcony, the full stage, and if needed, the small piano. If the function in the high school is in the nature of a concert, permission may be had for the use of the grand piano. No other equipment may be used without written permission of the principal.

It is further understood that when an organization requires stage equipment or accessories, these shall not be moved into the high-school auditorium, nor removed therefrom while the school is in session; neither shall such properties be permitted to remain on the stage nor in hallways which school is in session. In the event the auditorium is used for two consecutive evenings such property may, with special permission, be properly stored so as not to interfere with the use of the auditorium or gymnasium.

It is further understood that all rental fees are payable in advance; and that this application blank (embodiment of the permit) must be presented by the applicant or representative to the janitor in charge as an order to open the building for use.

It is agreed that adequate payment will be made for property damage or shortage that may occur during the period for which the building is used; and that proper observance of the following standards shall be maintained by the applicant:

1. The performance or meeting will be respectable and well governed.

2. No indecent, immoral, or unpatriotic acts or actions will be permitted.

3. No smoking will be permitted in the auditorium or classrooms.

4. No drinking of intoxicants will be permitted, nor persons under the influence of liquor admitted.

5. No food, candy, or soft drinks will be sold.

6. Whistling and boisterous applause or conduct will be suppressed.

7. No part of the building except the lobby, toilets, and the space requested in the application will be entered or used.

8. Building will be vacated by 12 midnight if used after 6 p.m. in the evening; and by 6 p.m. if used only during the day.

..... Signature of representative making application  
..... Name of Organization ..... Title or Position  
(Concluded on Page 70)

## What is Your District's Debt Burden?

*Frank J. Du Frain, Assistant Superintendent of Schools, Pontiac, Mich.*

One of the important financial angles of school administration in the matter of indebtedness, is the proper presentation to the board of education, the public, and the bondholders, of accurate information which can be understood at a glance. It is usually rather difficult to give an intelligible and adequate picture of the bonded indebtedness of a school district, because in many cases the obligations are so dissimilar in character. For instance, if indebtedness consists of a mixture of serial and sinking-fund bonds, as frequently occurs, a mere tabulation of figures is hard to understand.

In order to overcome the inadequacy of tabula-

tions we have resorted to graphic representation in the form of a chart, a reproduction of which accompanies this article. This chart shows by means of triangles, rectangles, and lines, plotted on the same scale and superimposed upon each other to economize space and to provide direct comparisons, (1) our individual bond issues with dates of issue and dates and amounts of maturities, (2) yearly debt-service appropriation necessary to meet obligations of both interest and principal, (3) total bonded indebtedness by years, (4) and holdings of municipal bonds in the sinking fund.

Specifically, our chart shows by number the

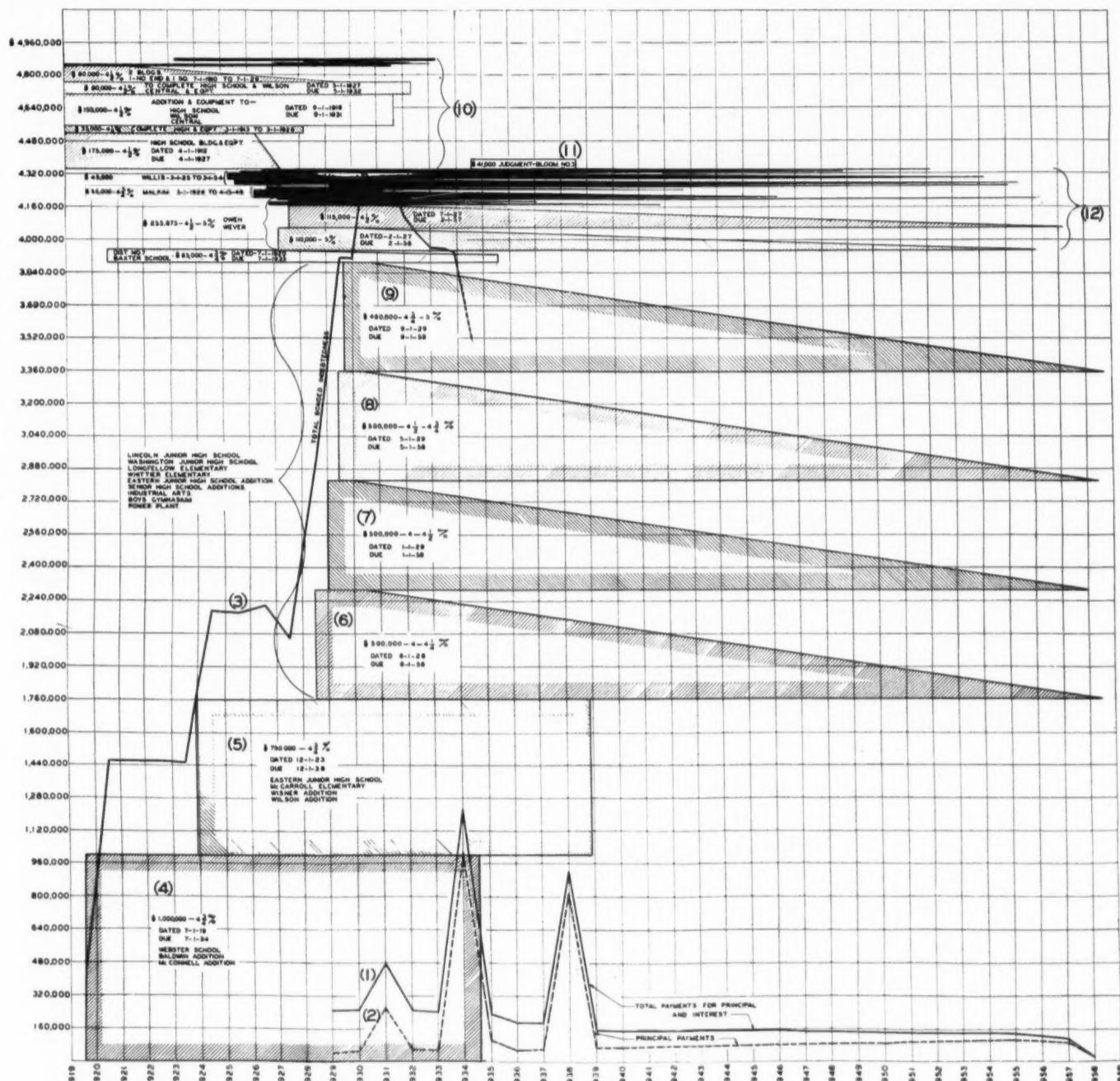
reached a peak of nearly four and a half million in 1930, and is now less than four million. The dotted portion of the line represents the decrease in total indebtedness made by offsetting the school bonds owned in the sinking fund, whereas the lower portion of the chart shows the total holdings of municipal bonds and of the sinking-fund issue of maturity of July 1, 1934.

#### **4. The million-dollar sinking-fund issue due July 1, 1934.**

5. A sinking-fund issue of \$750,000 due December 1, 1938.

6, 7, 8, 9. Serial bonds A, B, C, and D issued after a campaign in 1928 to build \$1,965,000 worth of school buildings.

10. Bonds from old indebtedness, which have been paid since 1919.



**GRAPHIC CHART OF BONDED INDEBTEDNESS OF THE PONTIAC, MICHIGAN, SCHOOL DISTRICT**

following twelve items, as well as the condition of the sinking fund, which is not numbered:

the sinking fund, which is not numbered.

1. The total annual expenditure by years, from 1929 to 1959, for debt service. If the amount indicated could be met each year and no new indebtedness incurred, the district would be free from debt in 1959.

2. This dotted line shows the annual installments of principal necessary to wipe out principal indebtedness as it matures. The difference between the lines marked (1) and (2) represents the amount of interest due yearly.

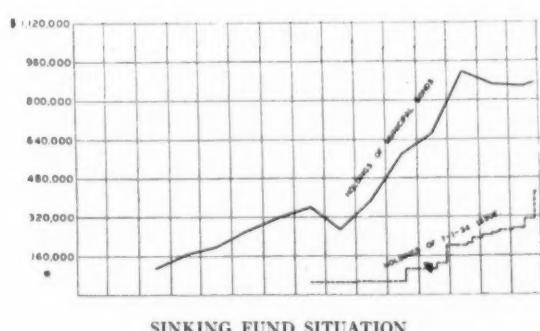
3. This shows the total bonded indebtedness, which was less than half a million dollars in 1919,

11. A judgment rendered against the Pontiac school district by another district.

12. Bond issues inherited by the school district when it was greatly enlarged by annexations.

Mechanically, the chart is made on tracing paper so that blue prints may be made from it. It is practicable to make changes in it if, for instance, large bond issues cannot be met and different plans are made to meet new situations.

While the selecting of material to be compiled, and the actual planning of it, take considerable time, this is compensated for by the time saved in its use, and by its value as a permanent record on which changes in fiscal policies can be shown.



## A Renaissance Educationist

*Anthony Clyne, Esq.*

The Renaissance, that immense widening yet deep intensifying of European consciousness and culture, flowered most gorgeously and profusely in Italy; and it is an Italian, Vittorino da Feltre, who is the subject of this sketch.

There was a great growth of means of expression and communication, at the same time that new and potent ideas were taking possession of men's minds. It was an age of correspondence between scholars. Students throughout the civilized world, personally unknown to each other, exchanged comments and opinions, compared texts, established interpretations, became masters and admiring disciples, or became friendly competitors in erudition. There was also a revival of literary power, and as a channel for the expression of the new conceptions and vivid emotions that were agitating the intellects of Europe, literature acquired fresh grace and force. Again, there was the marvelous display of vigor and beauty in art, upon which it is not necessary to enlarge. At the same time as the increase of learning and the renewed vitality of literature came the invention of printing.

All these things are modes of expression and channels of communication for the spirit of the Renaissance, and education may be considered similarly as a mode of expression and channel of communication for ideas. When a novel and valuable thought arrives, men seek consciously or unconsciously to diffuse it by art or literature to their contemporaries and successors, and by education to their successors chiefly. Hence we should expect that side by side with the development of art and literature would come dissatisfaction with prevailing educational methods and schemes of reform. The conceptions they had gained appeared so startlingly valuable that men naturally sought for an efficient means of impressing them upon the next generation. So in the fifteenth and sixteenth centuries, especially in Italy, we find much discussion of, and experimenting with, educational programs.

The greatest of innovating educationists was Vittorino da Feltre, born in 1378. The facts of his life, as full of fascinating interest as almost all the lives of the many figures of the Renaissance are, can be but concisely stated here. Although indigent in his youth, he was a good student, diligent, and of strenuous application, earning sufficient to enable him to benefit by the lectures at the University of Padua by purveying tuition to younger pupils. He was ambitious to study mathematics. He had not the necessary fees. Undaunted and ingenious, with no mean and stupid fear of derogation to his dignity, with burning enthusiasm for knowledge, he hit upon a strange plan to achieve his purpose. He entered the service of the professor of mathematics as a menial. This man, he thought, might be persuaded to accept his services as a footman in place of the stipulated monetary fees. He was wrong. Ungenerously, the professor refused to allow the substitution. The rebuff weakened Vittorino's purpose not a whit. Undeterred, he essayed the forbidding task of learning geometry without the aid of a tutor. And he accomplished it. Alone, with no help from the professor, he mastered Euclid, and then set himself to teach others for nothing. What manner of man was it who performed such actions?

Here is a portrait by a contemporary: "Short he was of person, small and very gay, of such a nature that it seemed he was always laughing, yet to see him you would say he was a man of great reverence. He spoke little, and went clad in a robe of dark stuff with tails reaching down to the ground, and on his head a little peaked hood." A man, you see, whose firm resolution and ambitious scholarship had in no way made him of inhuman seriousness. What one, in these days of pretended and difficult frivolity or assumed portentous gravity with which men of light and learning behave, wonders at, and is continually constrained to admire in so many figures of the Renaissance, is their satisfying harmony of settled earnestness with spontaneous natural vivacity. There was an air, too, of poetry about the learning of those times which the academic pundits of our days have entirely lost.

Vittorino da Feltre was 44 when he commenced his system of education. It had, of course, been fermenting in his mind throughout the previous



VITTORINO DA FELTRE  
From a contemporary medal now in the Historical Museum, Vienna.

years, obtaining consistency and method. Now, at Padua, he made a formal beginning as a teacher according to a new method. He quickly became famous throughout Italy, and so from the Marquis of Mantua came, after he had removed from Padua to Venice, an invitation to superintend the education of the Mantuan princes. He was then 47 years old, and known to all enlightened men in Italy as a great educationist. The Marquis of Mantua and his wife were cultured and sensitive to all the currents of that restless, vast and powerful ocean of ideas we call the Renaissance. Vittorino was no courtier. He shrank from the surroundings of a life at the Mantuan court. With reluctance he accepted the offer, to discover that the rulers there appreciated the worth of his theories and upheld him in their application, making possible by their support the foundation of a sort of college, in which not only the children of the Mantuan Marquis were trained, but the children of his people — merchants, craftsmen, peasants.

Here we seize upon the first principle of Vittorino's scheme: the coeducation of children of different classes. The road to a permanent and complete democracy is difficult indeed to discover, but one of the signposts indicating what should be the direction of our steps is surely the coeducation of the classes, the provision of education in all its stages absolutely freely to all who can benefit. So, in Vittorino's college, the young princes of Mantua learned side by side with the sons of their father's subjects. This democracy of learning was accomplished by the device of defraying the expenses of the poor from the fees demanded from the wealthy. But while Vittorino never refused a pupil otherwise promising on account of poverty, on the other hand he never accepted an unsuitable pupil on account of wealth. There was a competition for education; not an arbitrary competition of wealth, but a natural one of ability. Wealthy parents could not bribe him by large fees to admit any pupil he deemed would not benefit by his instruction. And during the process of education he was not afraid to pursue this course of eliminating the incorrigible idlers or those who, from any other cause, could not receive education with advantage.

We have reached the second principle of Vittorino's scheme: education is to be not compulsorily imposed without regard to disposition and natural facilities, its scope determined only by the material prosperity of the parents, but it is to be bestowed where it will confer benefit not only to the immediate recipient but through him to all men. Before leaving this aspect of Vittorino's theories, one wishes to remind the reader that it is scarcely ever recognized today that education, however sincere in aim and efficient in method, is frequently not merely harmless, useless and a wasteful expenditure of mental and material wealth, when it is imposed upon those who are unsuitable for any reason to receive it. It is very often positively harmful in conferring unrealizable ambitions, bringing the disappointment of a lifeless extension of knowledge and the ache of impossible desires. We hear or read of bright spirits shut out by pov-

erty from higher education, which could enable them to exercise fully their latent powers to bring not only pleasure and prosperity to themselves, but adequately perform their fullest possible service to humanity. We do not heed the examples of men whose parents or surroundings enforce upon them, as the convention of their class, as an inescapable duty of the rank of society in which they have been born, the routine of an extended education, to them deadening and irksome, which in no way increases their satisfaction with themselves or their usefulness to society.

The third principle of Vittorino's scheme is the equal education of the sexes. Girls were by no means excluded from the academy established by Vittorino. The two young daughters of the Marquis of Mantua were educated as carefully as their brothers. One of them, indeed, was an accomplished student of Greek at the age of ten. This principle needs no comment. It has been enlarged upon and disputed about, until we are all capable of judging its merits. The formal instruction of Vittorino was chiefly in the classical languages and in history. The great Latin and Greek authors were thoroughly mastered, and it was not a mere grammatical apprehension that sufficed; an appreciation of their spirit, their literary qualities was instilled. History was not a mere feat of memory, but a mental storehouse of noble figures and great deeds, and a vivid and picturesque gallery of illustrations for the maxims and principles of politics and philosophy. From these studies were associated naturally religion, logic, rhetoric, mathematics, music, and the other forms of the knowledge of the Renaissance.

Formal instruction, however, played the lesser part in Vittorino's estimation. His aim was not to communicate learning, but to arouse interest and train the intellect. It was not an acquirement of ideas, however lofty, but the exercise of the faculties and the teaching, not so much what to think, but how to think correctly. It was not a pedant, but a complete man that he planned to produce. Self-dependence was inculcated as an essential quality of the true man, and care and helpfulness for others, courtesy and the graciousness of a noble life, courage and the disdain of luxury and frivolity. This education of character, Vittorino saw, is best accomplished not by formal instruction in the schoolroom, but by intimate, watchful, patient intercourse. So those daily walks of Vittorino with his pupils in and around Mantua, those long, free, eager talks in the garden at evening, those hours of absorbed attention among the magnificent collection of manuscripts in the library — these, more than any set lessons, served to achieve his purpose.

Physical health received attention, in order that by guarding the body from pain and weakness the mind might be free to work to its utmost capacity. Among the quaint details of Vittorino's college that have been preserved is the account of how this regard for health was observed in the case of the Mantuan princes. When Vittorino undertook their education one of them was gluttonous and so amazingly fat that he could scarcely walk, the other being correspondingly emaciated and weak. The first he won by counterattractions, such as entralling music or animated conversation, from the pleasures of the table. The second he furnished with tempting and nourishing diet. Nothing, it is observed, which could affect the course of his education was left unattended to. The true educationist is not the man who can cater only for the intellect and treats his pupils as disembodied intelligences; he must also at times have an eye to their grosser needs and it is no derogation of dignity for him to enlist the aid of the cook.

A principle of Vittorino's system, and one which the reader has probably deduced already, if this article has succeeded in conveying a conception of what manner of man this Italian was and what his system consisted of, was that unless education be firmly based on mutual confidence and friendship it can never be of real value. Vittorino endeavored to make the schoolroom a place of delight, as well as a theater of strenuous effort, a meeting place of spirits unfettered, on the one hand, by mean fear or clogging embarrassment, or, on the other, by stupid reserve or idle familiarity. When a pupil excelled, the master unfeignedly rejoiced. Here is an anecdote worth quoting because it well illustrates the atmosphere in which Vittorino worked: "All his pupils gave him their confidence and could not bear his disapproval. When Carlo once used an

(Concluded on Page 76)

# PORTFOLIO OF MODERN SCHOOL BUILDINGS



THE KENTON SCHOOL IS TYPICAL OF THE BEST CONSOLIDATED RURAL SCHOOL BUILDINGS RECENTLY ERECTED IN DELAWARE. It contains three classrooms with a total seating capacity of 120. A stage, boys' and girls' toilets, a supply room, a large cloak room, and a kitchenette. Heated with stoves. Cost \$26,000; equipment \$2,750. Cost per pupil, \$240.00.

## A State-Wide School-Building Program in Delaware

J. Mayes Hudnall, Marshallton, Delaware

In most parts of the country funds for carrying out a school-building program over a long period of years have been woefully inadequate. So much pressure has been exerted by the urgent need of funds for ordinary instructional and maintenance services that the normal building-construction needs have been allowed to remain dormant, for the most part, during the past three years.

It is true that the public works' program of the Federal Government has tended to revive school-building construction to a degree, but the critical shortage in school funds has prevented this revival from being general among the various school systems.

Delaware has been extremely fortunate, however, in being an outstanding exception to the nation-wide let-down in school construction. Instead of slowing down the state-wide school-building program initiated some years ago, it is being rushed to completion mainly for two reasons. First, because the new buildings and additions are badly needed in order to relieve crowded conditions that still exist in most of the schools; and second, to stimulate, insofar as possible, the employment situation.

The policy of continuing the state building program without interruption, however, can be defended on the basis of sound business principles without considering the emergency of the unemployment situation. For in spite of declining revenue from the income tax and other sources of school revenue, there is still a large balance in the Delaware state school fund. This balance is amply sufficient for the operation of the public schools on the basis of the present high standards for the next biennium and for taking care of the appropriations necessary to

carry out the building program as planned.

The school-building program in Delaware is a radical departure from the practice in other sections of the country in that, so far as can be ascertained by the writer, no other state has assumed so large a part of the responsibility for new school-building construction. In fact the initiative in the matter of new construction is largely in the hands of the state board of education. The local community is merely required to contribute a very small part of the cost of a new school building or an addition to an inadequate school plant.

It is obvious that the pay-as-you-go school-building program administered by the state department of education has resulted in saving thousands of dollars of the school funds because of the avoidance of interest charges on large bond issues over a long period of years. The only bonds issued are those by the local school district limited to 2 per cent of the 1919 assessment of the district. In most cases these bond issues by the local district amount to less than 20 per cent of the cost of the buildings.

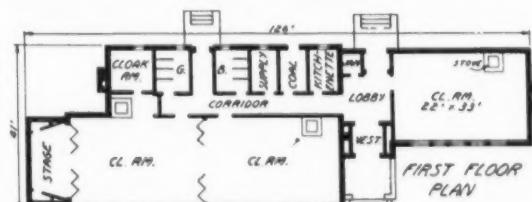
The 1931 legislature established the policy of using state school funds to pay off these local district school-building bonds. This policy was continued by the 1933 legislature, and if it be-

comes a permanent policy the state school-building program will be practically on a cash basis.

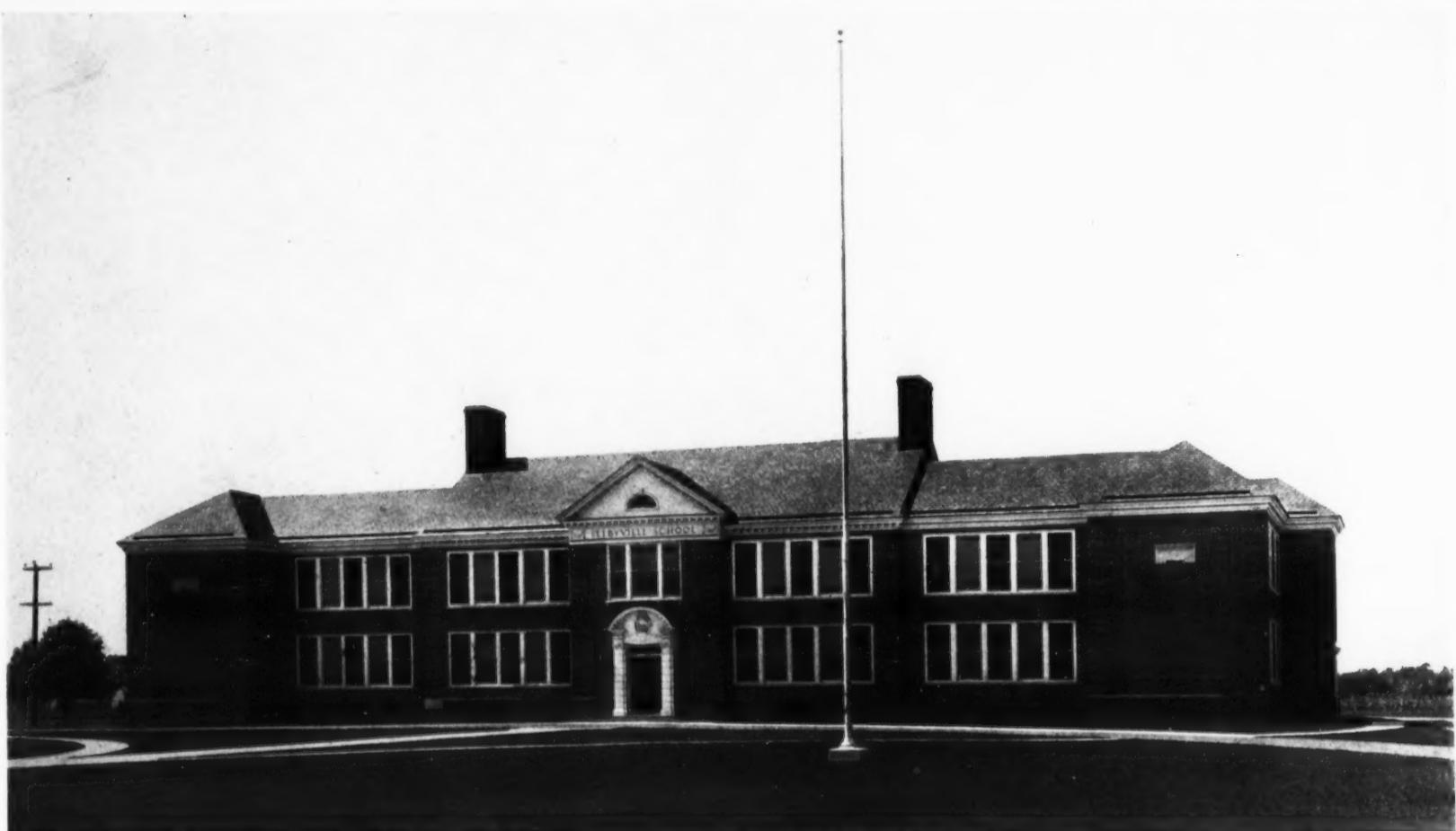
The appropriation of \$2,500,000 by the 1933 legislature for a continuation of the state building program will almost reach the goal of a modern school building for every community in the state. The general assembly has appropriated a total amount of \$10,000,000 for school-building construction in the three counties in the state up to the close of the regular session of 1933. Dr. H. V. Holloway, state superintendent of public instruction, has estimated that an additional appropriation of \$2,000,000, will about complete the state building program, outside of Wilmington.

One of the best features of the state building program, as worked out in Delaware, is that it has been developed on the basis of the needs of the various school districts rather than on a basis of the financial resources of the district. In fact, if any district has previously bonded for school-building purposes up to the limit of 2 per cent of the 1919 assessment of the district, the state board of education will make an allotment of sufficient funds to pay the entire cost of an adequate school building. This insures that every school community in the state will secure a modern school building regardless of financial conditions in the district.

The ideal behind the Delaware school-building program is equality of opportunity for all children in every section of the state. According to the philosophy of the sponsors of this program the most isolated child in rural Delaware is entitled to the best school building that modern school-building methods can devise. This does not mean, of course, that a school building



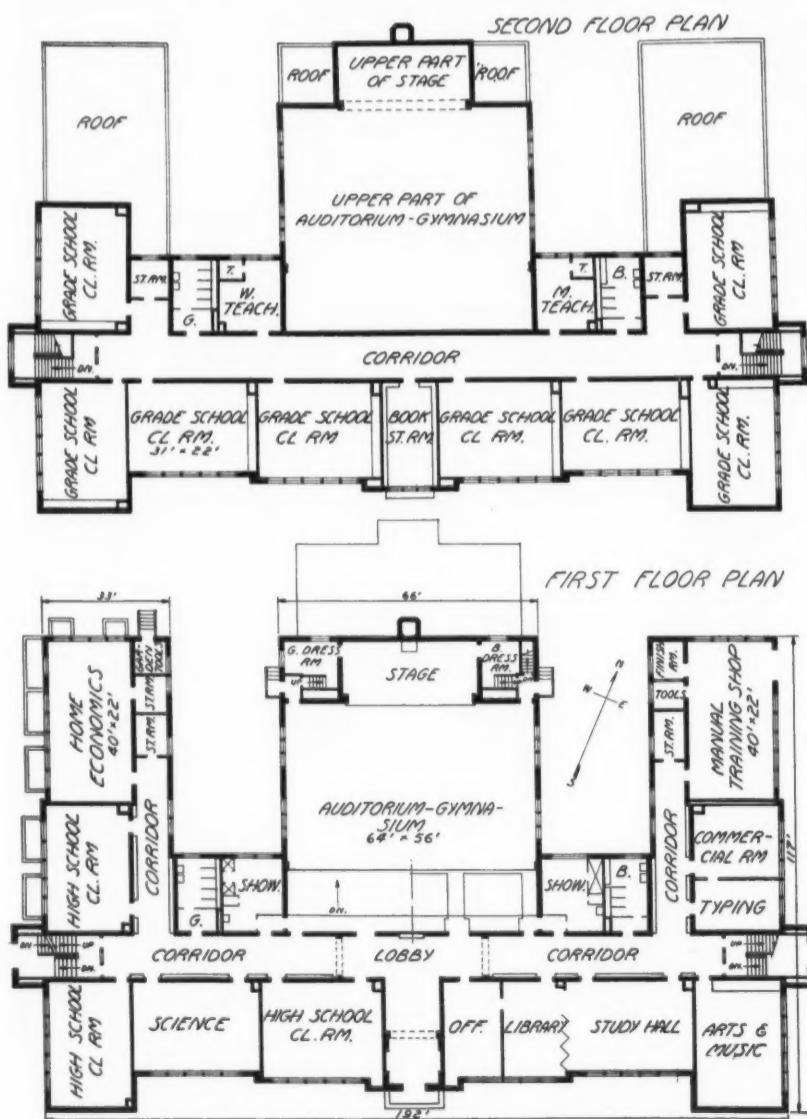
KENTON ELEMENTARY SCHOOL  
E. William Martin, Architect, Wilmington, Delaware.



HIGH AND ELEMENTARY SCHOOL, SELBYVILLE, DELAWARE

E. William Martin, Architect, Wilmington, Delaware.

Eighteen classrooms, including science and home economics laboratories, manual training, art and two commercial rooms, auditorium-gymnasium, cafeteria and service rooms. Pupil capacity, 610; Cost, \$189,700; equipment, \$18,425; Cost per cubic foot, 32.2 cents; per pupil, \$340.00.

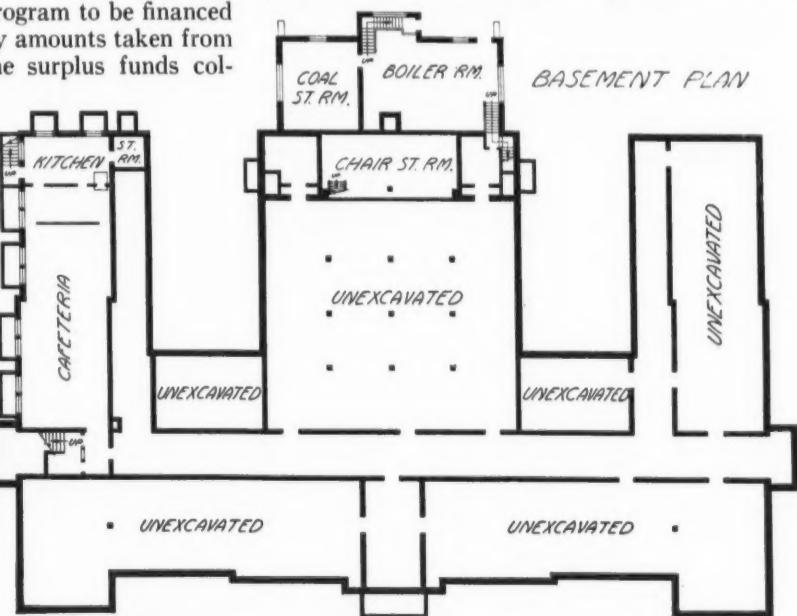


is constructed in every small community. In fact, the larger consolidated rural school is becoming the rule rather than the exception, with adequate provision for transportation of every child in the state to one of these modern buildings.

The first school-building act providing for a planned building program over a period of years was passed by the 1927 legislature. This act provided for a state-wide building program to be financed by amounts taken from the surplus funds col-

lected for the support of schools. Two of the preceding legislatures had refused to issue state bonds for this purpose. The act passed set aside \$1,000,000 for each of two years for school-building purposes.

Under the act a building commission consisting of four members of the state board of education, and four members elected from the local school districts, is organized to look after the engaging of architects, engineers, etc., to approve the plans of the building, to supervise its construction, and to authorize the payment of expenses connected therewith. The secretary of the state board of education who is the state superintendent of public instruction is the secretary of all commissions. It was provided that the plans must conform to the standards adopted by the state board of education. The building plan proposed for each district is approved or dis-

HIGH AND ELEMENTARY SCHOOL, SELBYVILLE, DELAWARE  
E. William Martin, Architect, Wilmington, Delaware.



TOWNSEND ELEMENTARY SCHOOL, TOWNSEND, DELAWARE

E. William Martin, Architect, Wilmington, Delaware.

Seven classrooms, auditorium-gymnasium, and five small service rooms. Pupil capacity, 280; building, \$80,320; equipment, \$7,150; cost per pupil, \$312.00; per cubic foot, 35.4 cents.

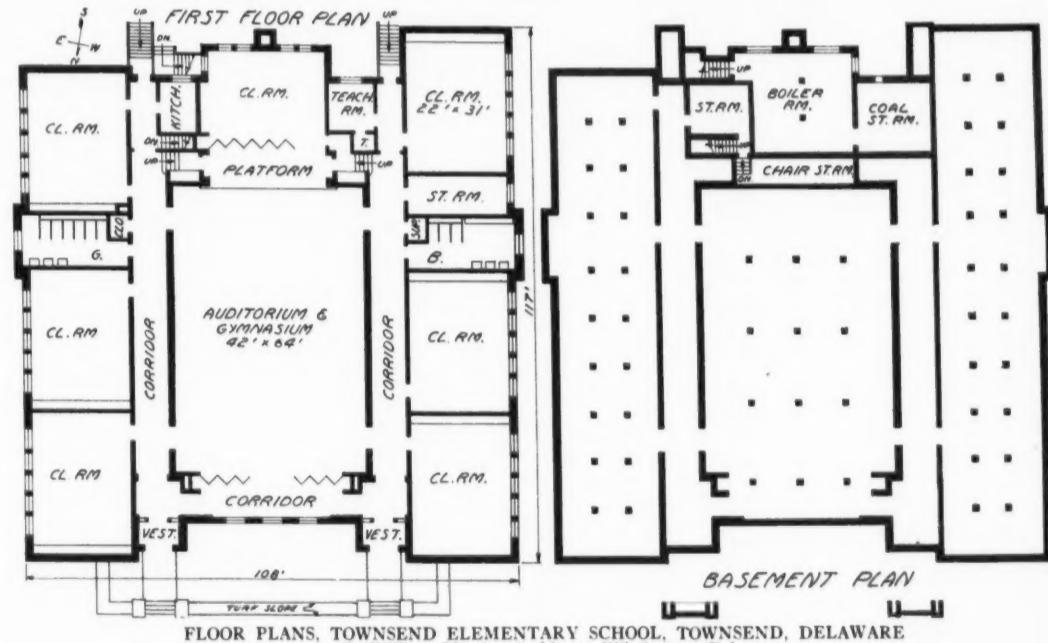
approved by the school board in each district. The only exception made to these regulations outlined above was the city of Wilmington. The school-building program of Wilmington is under the exclusive jurisdiction of the board of public education in Wilmington. Up to 1933, two fifths of state appropriations for school buildings have been allotted to Wilmington.

As provided by the act, the building projects under each appropriation are to be carried out with reasonable dispatch, but no funds set up for this purpose shall revert by reason of lapse of time. When the state board of education certifies to the state treasurer that the building projects have been accomplished then any money remaining shall be deposited in the school funds.

After the passage of this act the state board of education provided for setting up minimum standards for school buildings and sites. A survey of the schools of the state was made. This survey, together with the information already available, was made use of by the board in arriving at conclusions. In the school-building code, adopted by the state board, in which the standards for building construction were definitely set forth, the sum of \$8,000 per classroom was set up as the estimated cost under these plans.

Tables I and II will indicate the emphasis placed on the construction of adequate rural school buildings in the schedule of building projects in the apportionment of school-building funds for the years of 1929 and 1930:

The amounts of the local contributions of the school districts are misleading because of the appropriations made by the 1931 Legislature for the redemption of school-building bonds is-

FLOOR PLANS, TOWNSEND ELEMENTARY SCHOOL, TOWNSEND, DELAWARE  
E. William Martin, Architect, Wilmington, Del.

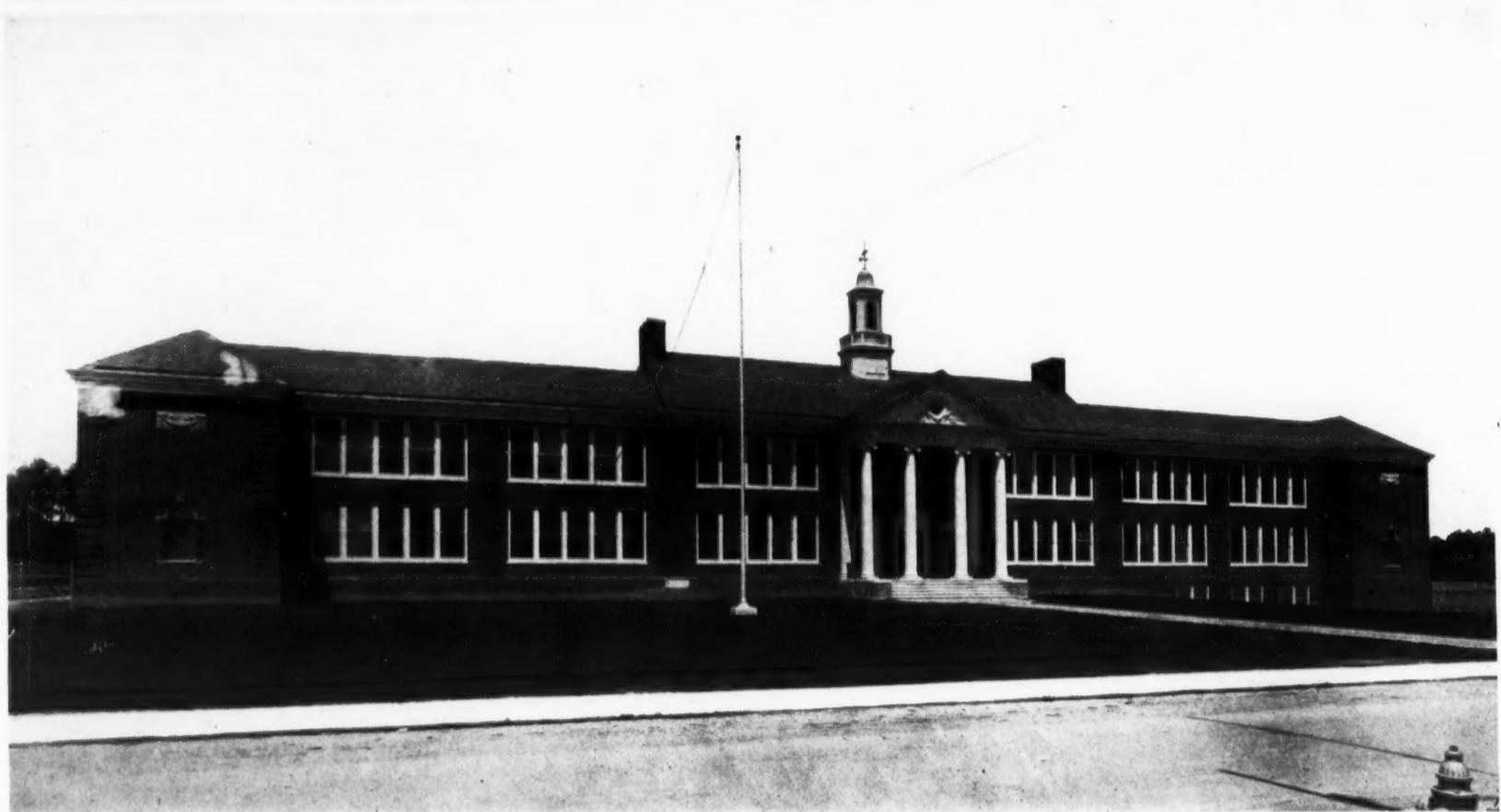
sued by local school districts. The local districts are still required to pay the interest on bonds outstanding.

There is a decided trend toward simplicity in architecture among the buildings constructed under the state building program. While there is some provision for variety in architectural design as indicated by the illustrations accompanying this article, the question of utility and adaptability has had a more important place in the objectives of the new structures than beauty for its own sake.

Due credit should be given at this point to

P. S. duPont, one of Delaware's foremost citizens, who through the agency of the Service Citizens, a state planning organization, and the Delaware School Auxiliary, did the pioneer work in the school building in the state and laid the foundation for the state-wide building program.

The Service Citizens, with the financial aid of Mr. duPont, arranged for a survey of educational conditions in Delaware which was made and published by the General Education Board of New York in 1918. This survey revealed an almost total lack of adequate school buildings



HIGH AND ELEMENTARY SCHOOL, MILTON, DELAWARE

E. William Martin, Architect, Wilmington, Delaware.

Twenty-four classrooms including science, agriculture, and home economics laboratories, manual training, art, two commercial rooms, auditorium-gymnasium, cafeteria, and service rooms. Pupil capacity, 775; cost, \$219,735; equipment, \$22,610; per pupil cost, \$312.00; cubic foot, 30.9 cents.

among the small towns and farming communities of the state.

The vast majority of the school buildings, as shown by the survey, were legacies of the far-distant past when educationists had no idea of modern standards for light, heat, ventilation, sanitation, and fire protection. Some of these antiquated buildings were a menace to the life and health of the children.

The survey commission recommended that practically the entire physical system of the Delaware schools needed to be overhauled and that two thirds of it should be entirely rebuilt.

A short time after the survey was made, Mr. duPont set up a trust fund to the amount of \$2,000,000 to be devoted to assisting in public-school construction which was administered by a committee of the Service Citizens. This first donation was supplemented by other large sums from time to time.

The purpose of the gift according to the deed of trust was to enable Delaware "to have a school system which shall exemplify the scientific principles of modern school-building construction which shall not only be safe and sanitary, but which shall express the preëminence that education must have in the life of a democratic people."

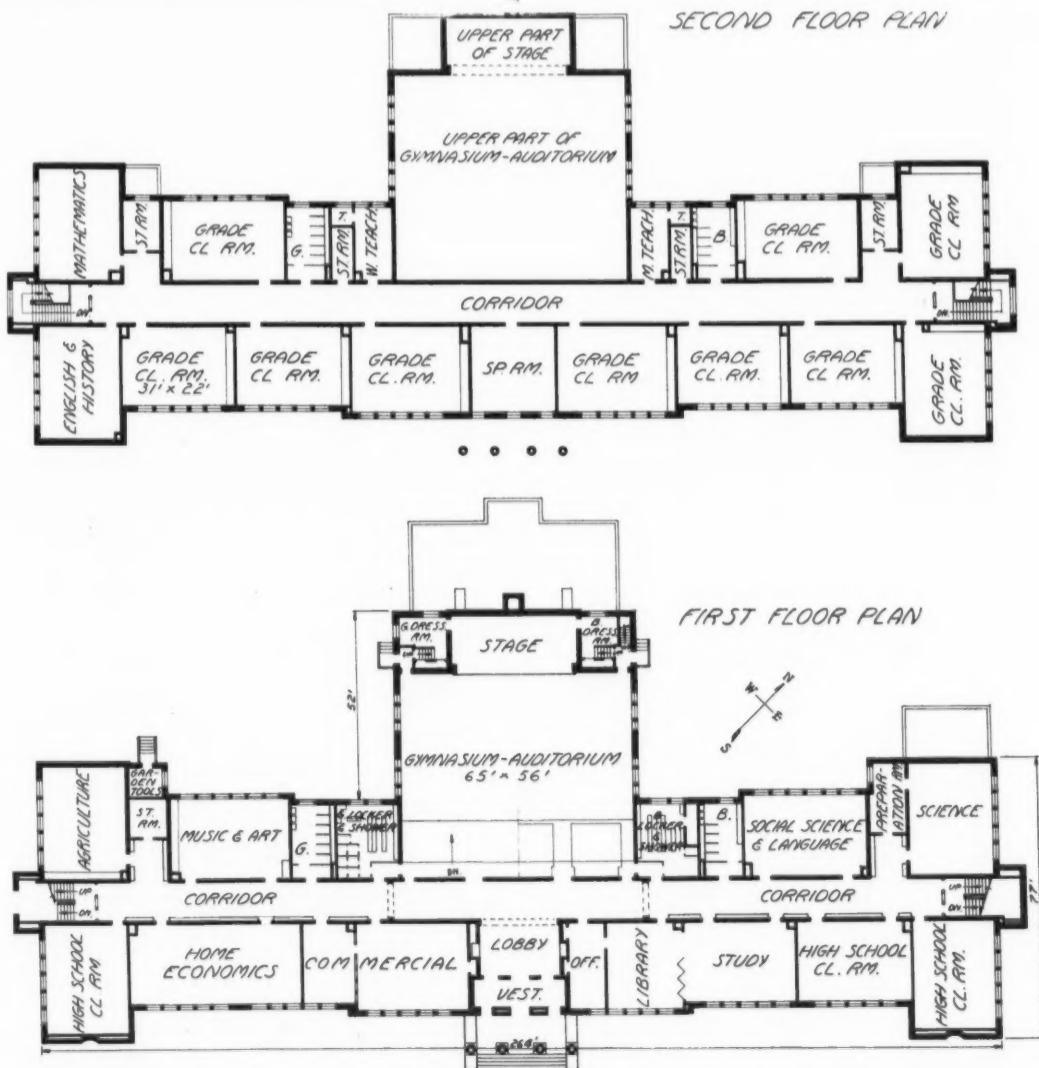
It was provided by the deed of trust that the Service Citizens' committee make grants for school-building projects up to 50 per cent of the total cost. It was the purpose of the duPont Trust Fund to encourage substantial contributions for school construction from as many of the school districts with antiquated and obsolete school buildings as possible. Unfortunately the response was unsatisfactory from the school districts where the school building conditions were the most deplorable. It was soon evident that many of these communities were more or less indifferent about the conditions of their school buildings as few of them would obligate the district to do its share of the cost of construction.

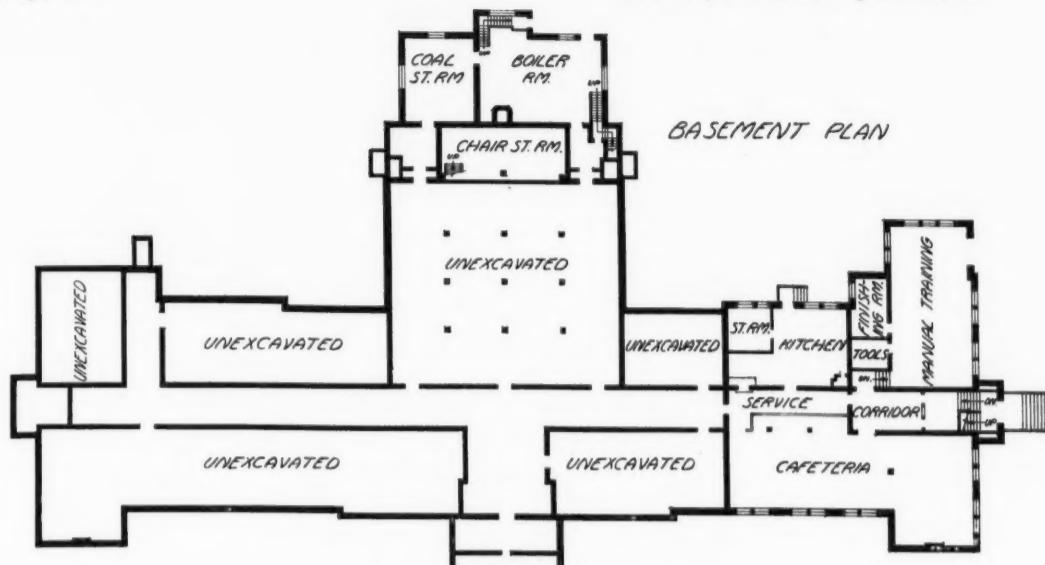
Inasmuch as conditions were at their worst in the colored districts the emphasis was placed on building construction for Negro schools. Dr. H. V. Holloway, state superintendent of public

instruction, had this to say about Mr. duPont's contribution for colored people in his annual report on the Delaware schools for 1927: "The completion of this program for furnishing of colored people with modern school buildings and equipment represents one of the most out-

standing contributions to elementary education in modern times."

There were 83 school buildings for the education of Negro children in 1932. These buildings, with few exceptions, were constructed from funds furnished by the duPont Trust Fund and

HIGH AND ELEMENTARY SCHOOL, MILTON, DELAWARE  
E. William Martin, Architect, Wilmington, Delaware.



GRADE AND HIGH SCHOOL, MILTON, DELAWARE  
E. William Martin, Architect, Wilmington, Delaware.

TABLE I

Name of District	Building Planned	State Apportionment	Local Contribution	Total Available
Rose Hill .....	9 Rooms	\$ 63,500.00	\$24,571.51	\$ 88,097.51
Middletown .....	21 Rooms and Aud.-Gym.	80,580.00	82,241.34	162,821.84
Oak Grove .....	8 Rooms and Assembly (Addition)	42,986.00	46,390.65	89,376.65
Felton .....	13 Rooms and Aud.-Gym.	101,500.00	15,711.00	117,211.00
Leipsic .....	2 Rooms and Aud.-Gym. (Addition)	16,000.00	3,307.78	19,307.78
Caesar Rodney ....	2 Rooms and Aud.-Gym. (Addition)	32,000.00	4,957.50	36,957.50
Delmar .....	18 Rooms and Aud.-Gym.	106,317.00	23,306.04	129,623.04
Ellendale .....	4 Rooms and Assembly	21,444.00	12,332.26	33,776.26
Milsboro .....	13 Rooms and Aud.-Gym.	99,582.00	13,511.25	113,093.25
Gumboro .....	4 Rooms	28,089.00	6,205.17	34,294.17
Unapportioned .....		8,002.00		

TABLE II. Allotments for 1930

Name of District	Building Planned	State Apportionment	Local Contribution	Total Available
Minquadale .....	4 Rooms	\$ 32,000.00	\$ None	\$ 32,000.00
Newcastle .....	21 Rooms and Aud.-Gym.	135,000.00	50,744.00	185,744.00
Stanton .....	4 Rooms	24,262.00	12,788.80	37,050.80
Harrington .....	12 Rooms and Aud.-Gym.	96,000.00	5,174.00	101,174.00
Milford .....	18 Rooms and Aud.-Gym.	135,038.00	28,962.00	164,000.00
Farlington .....	3 Rooms	20,697.00	4,803.00	25,500.00
Georgetown .....	24 Rooms and Aud.-Gym.	158,807.00	35,268.00	194,075.00

other income secured by the committee administering this fund. At the present time the colored people have adequate and modern school buildings in every section of the state.

The Service Citizens' committee and Delaware School Auxiliary Association spent \$4,345,157.10 for various educational projects in Delaware from July, 1919, to July, 1927, when the first appropriation made by the legislature of 1927 for the state-wide building program became available.

After the completion of the building program for the colored schools of the state, Mr. P. S. duPont created a new trust fund to be administered by the Delaware School Foundation. This fund was set up to provide the various school commissions with engineering, architectural, and accounting service. This has insured to the commissions the highest type of all these services, which has meant a saving to the state of approximately 10 per cent of the cost of the various school projects.

At the time the first survey of the Delaware school buildings was made, it was estimated that five or six millions of dollars would be necessary to give Delaware a modern and adequate school building for every district. In view of the rapid increase in the school enrollment since the first survey was made, however, the estimate proved to be much too low. In fact the state had appropriated ten million dollars for the building program up to and including the regular session of the 1933 legislature. This has been in addition to the funds contributed by the local districts and the large sums donated by Mr. duPont and other private citizens.

The significance of the Delaware school-building program probably lies in the fact that through complete state responsibility for financing public education as substantial surplus was accumulated during prosperous times so that adequate funds have been available for systematic construction during the worst depression on record.



BRIDGEVILLE HIGH AND ELEMENTARY SCHOOL, BRIDGEVILLE, DELAWARE  
With Six-Room Addition on Right Wing.  
Guilbert and Betelle, Architects, Newark, New Jersey.



JUNIOR-SENIOR HIGH SCHOOL GROUP, DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.

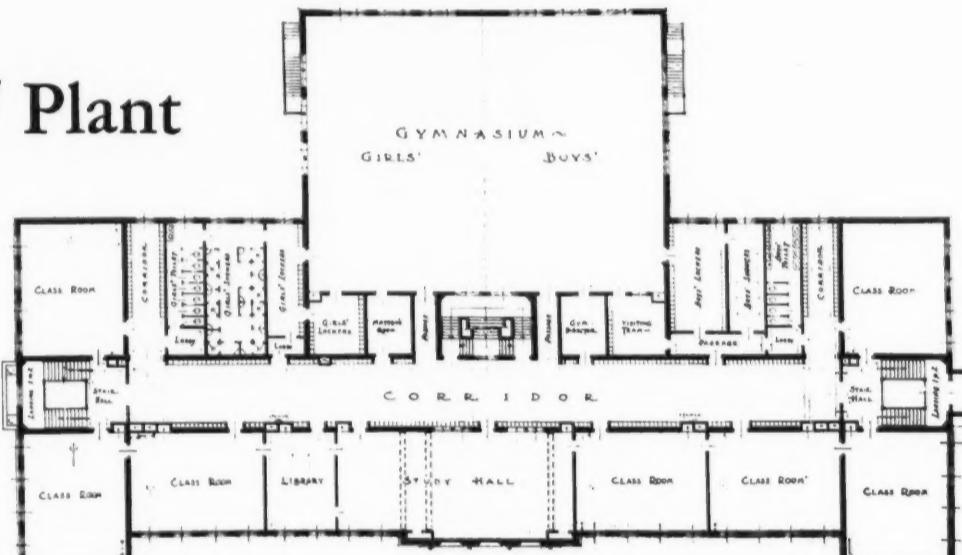
## A Junior-Senior *High-School Plant*

**Charles G. Loring, Architect**

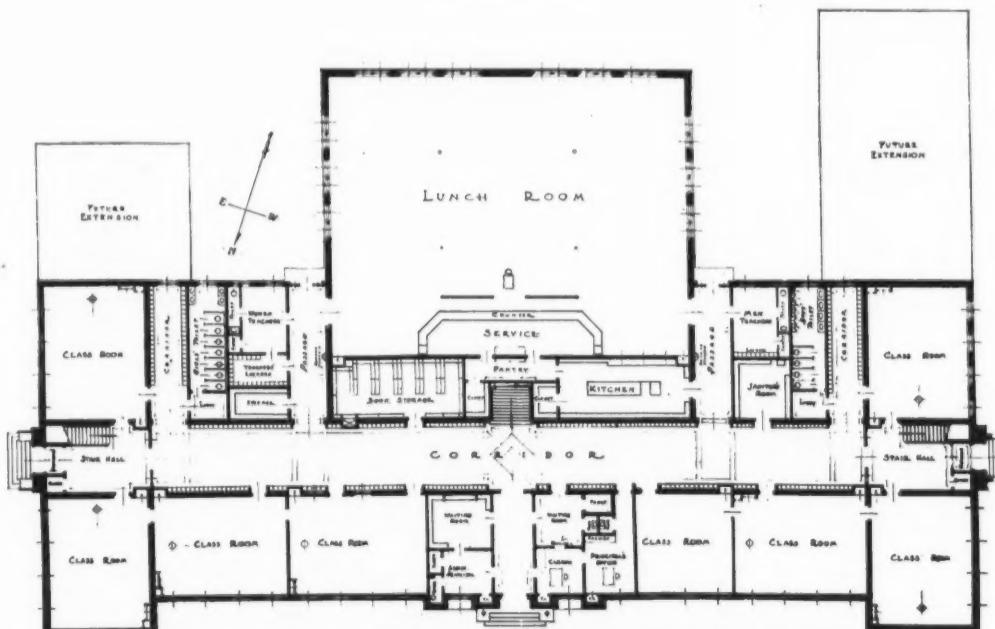
Recent developments in secondary-school education point clearly to the closer association of the junior and senior high schools. For instructional economy and administrative simplicity, some communities have even united the junior and the senior high school in one building and have removed entirely the more or less artificial barriers between the two types of institution, thus making for a continuous six-year high-school program. In other communities, local conditions have made it advisable to keep the two institutions apart from the administrative and instructional standpoints but to closely associate the physical plants.

In the city of Danvers, Massachusetts, such close association has been made possible by locating the new senior-high-school building on the same plot of ground with the Richmond School, which serves as the junior high school for the community. The two buildings are united by means of corridors on each of the three floors so that one principal, with the aid of two assistant principals, can manage both and certain major plant facilities are available to both. The combined Danvers junior-senior high schools form one plant with a common heating system, one large double gymnasium, and one large auditorium. The general arrangement and the special services of the new senior-high-school building may be studied in the accompanying drawings.

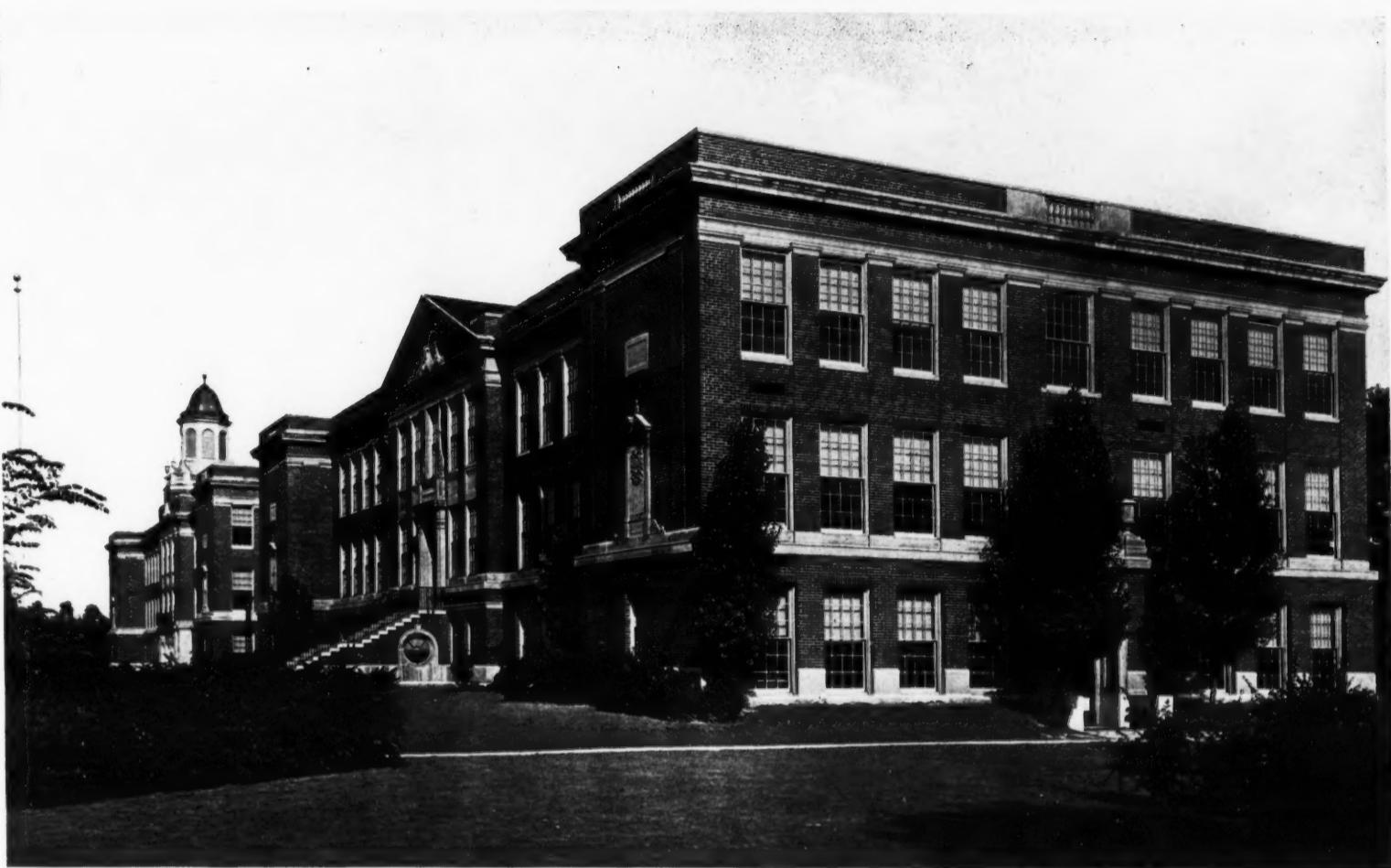
The first floor contains eight classrooms for academic purposes, two office suites, each including a waiting room, an office suite for the principal, storeroom, and a toilet. Adjoining the principal's office there is a clerks' office and a vault for the school records. An interesting feature of the first floor is the lunchroom which also serves the junior high school. On the same floor there are retiring rooms for the men and



SECOND FLOOR PLAN



FIRST FLOOR PLAN, SENIOR HIGH SCHOOL, DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.

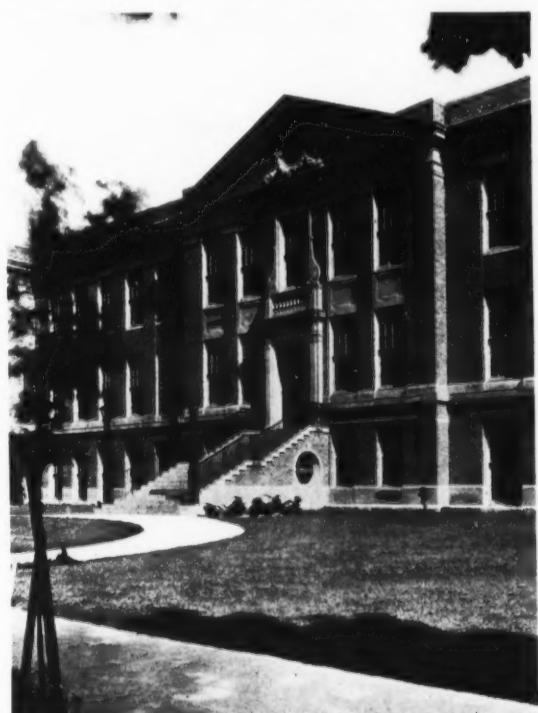


SENIOR-JUNIOR HIGH SCHOOL  
GROUP, DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.

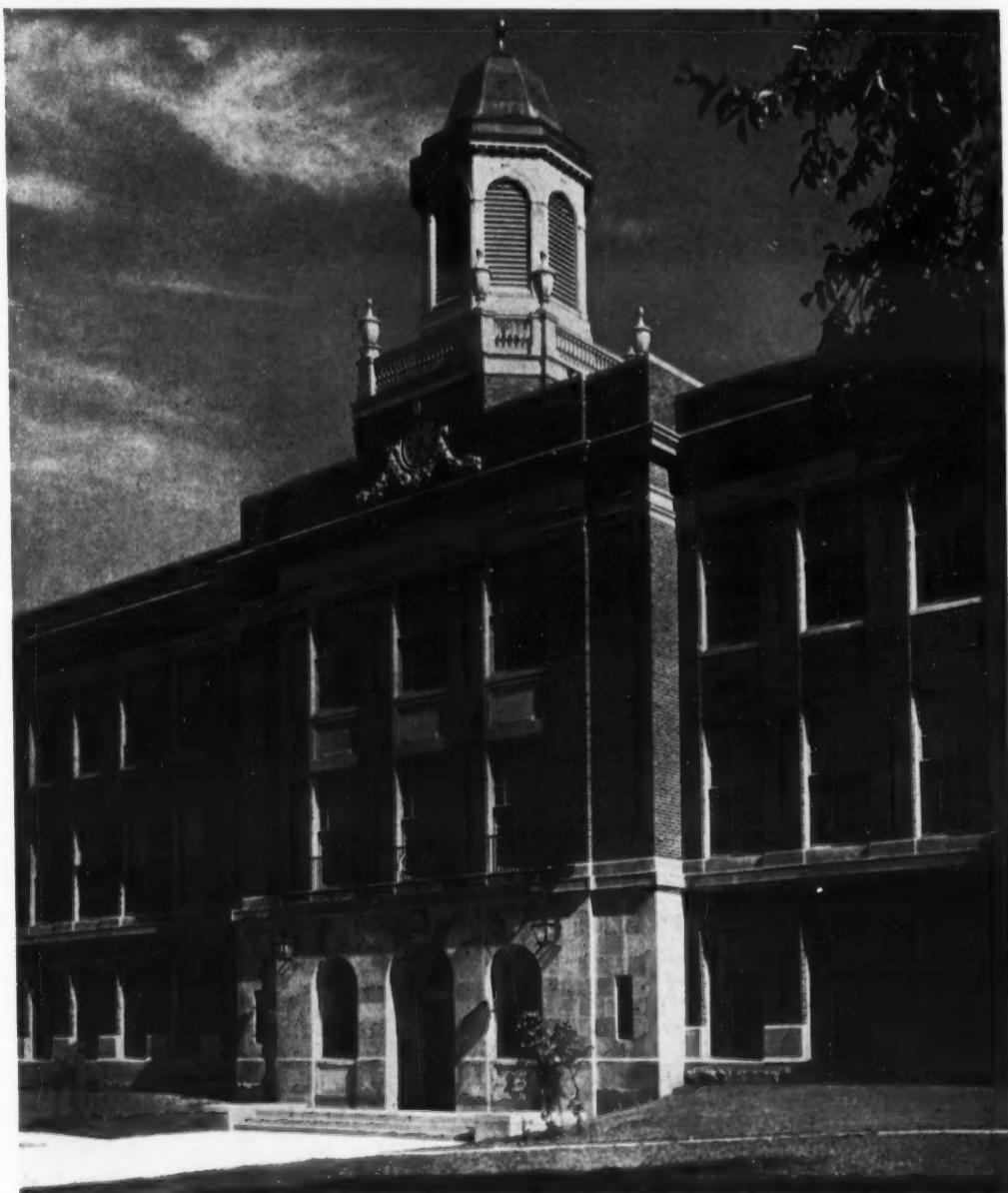
women teachers, storage space, boys' and girls' toilets, a bookroom, and a janitor's room. The large lunchroom serves both the junior and the senior high schools.

On the second floor there are seven academic classrooms, a study hall, and a library. On the same floor there are boys' and girls' locker rooms, showers, toilets, a visiting-team room, and rooms for the men and women gymnasium teachers. The large double gymnasium is entered from this floor.

On the third floor there are three large rooms for the commercial department, four laboratories for chemistry, physics, biology, and general



ENTRANCE DETAILS, JUNIOR HIGH SCHOOL,  
DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston Massachusetts.



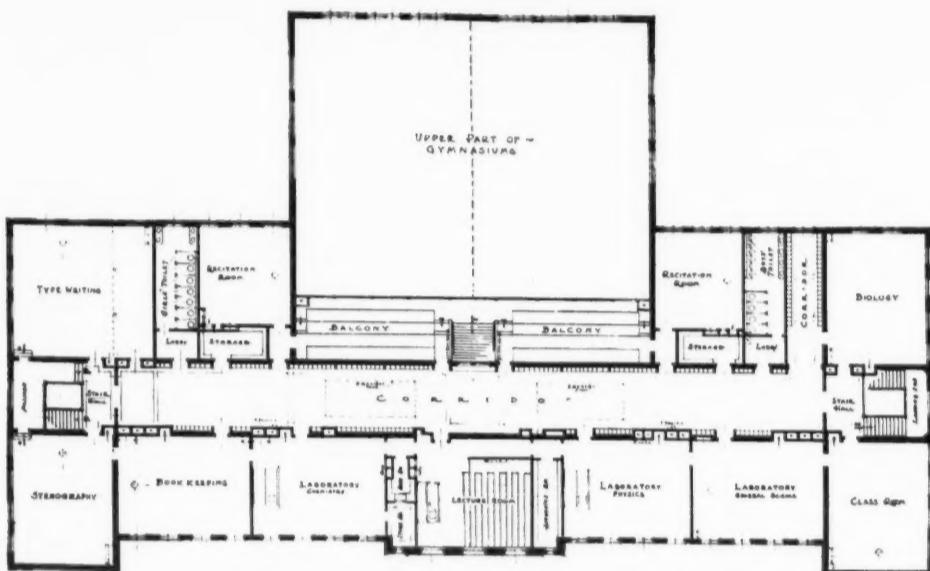
ENTRANCE DETAILS, SENIOR HIGH SCHOOL, DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.



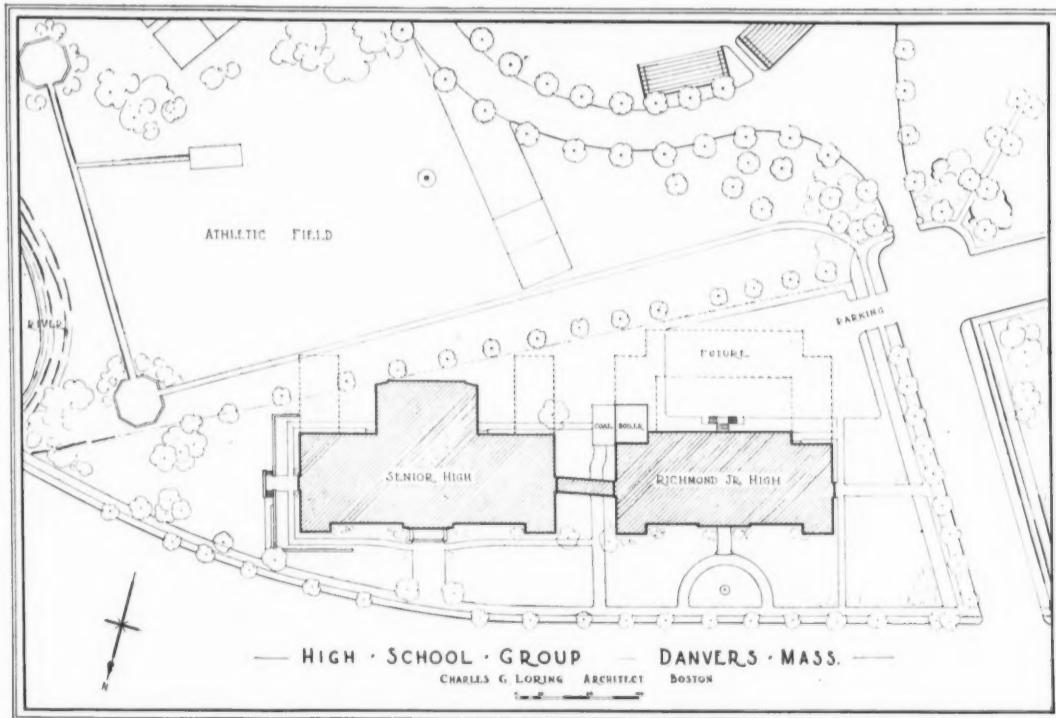
GYMNASIUM, SENIOR HIGH SCHOOL, DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.



CORRIDOR, SENIOR HIGH SCHOOL,  
DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.



THIRD FLOOR PLAN, SENIOR HIGH SCHOOL, DANVERS, MASSACHUSETTS  
Charles G. Loring, Architect, Boston, Massachusetts.



PLOT PLAN OF THE DANVERS, MASSACHUSETTS, SENIOR-JUNIOR HIGH SCHOOL  
The layout makes clever use of the differences in elevation of the site. The buildings are on high ground and the athletic field is considerably lower. The plan above shows only a portion of the athletic field and of the adjoining park.

science, a science lecture room, two recitation rooms, and an additional classroom. The gymnasium balcony is entered from the second floor.

The junior high school is similar in arrangement except that the space occupied by the

gymnasium is taken up by a large auditorium seating 1,400 persons and fully equipped with stage lighting, scenery, etc., for all ordinary school productions.

One of the interesting differences between the

two buildings is to be found in the arrangement for caring for pupil's clothing. In the senior high school steel lockers are provided in the corridors for pupils' wraps. In the junior high school the wardrobes are located in the classrooms and are fitted with pivoted doors.

The exterior of the senior-high-school building is in the Colonial style and is constructed of red-shale brick and limestone with granite trim and wrought-iron railings. The junior-high-school building is similarly constructed except that the treatment is slightly more conservative.

At the east end of the senior high school where the grade drops off there are terraced walls and steps of masonry.

The buildings are of semifireproof construction with masonry and tile walls, and concrete stairs, stair halls and corridors. The boiler room is inclosed with masonry walls and concrete ceiling. The total length of the two buildings is 438 feet.

The buildings from the under side of the basement floor to the average height of the roof contain 1,458,000 cubic feet. The appropriation for the junior high school was \$275,000, for the senior high school, \$325,000, making a total appropriation of \$600,000, and the contract cost for the junior high school was \$214,240, and for the senior high school, \$284,179, and the total cost was \$498,419, including heating, plumbing, wiring, intercommunicating telephones, program clocks, concrete walks, drives, terrace walls, rough grading, ornamental flagpole, an allowance of \$2,000 for planting, together with a number of similar items. In addition, the complete furniture and equipment, light fixtures, window shades, planting, architect's and engineer's fees and committee expenses, were covered by the appropriation.

#### COOPERATIVE SCHOOL TRANSPORTATION C. L. Walton, District Superintendent of Schools

Three schools of the Union High School District of Caruthers, Calif., have united to form a consolidated school organization, with Mr. C. L. Walton as district superintendent. Under the plan, each district is governed by its own board of trustees. A saving in transportation costs has been effected by a mutual agreement, which permits pupils to be carried to school on any bus passing their home. In this way, many miles of travel are saved, since school busses do not all travel the same route.

The consolidated school unit has taken out liability insurance to cover all of the districts represented in the organization. In case of a material difference in the amount of service rendered, a financial adjustment is made by the districts at the end of the school year.

The Caruthers Union High School District maintains a fleet of five busses, which travel annually a total of 30,814 miles. These busses carry a total of 56,072 students, at a cost of 15.7 cents per bus mile, or 8.6 cents per passenger. The total operating costs amount to \$2,044 and the cost for insurance is \$377. Drivers' salaries amount to \$1,670 and depreciation is estimated at \$757.

## The Use of Check Lists in School Routine

*N. C. Kearney, Superintendent of Schools, Hancock, Minnesota*

Check lists have an accepted place in school administration in relation to such major activities as building specifications and teacher rating. They can be made an important tool also in both small and large school systems in reference to activities and procedures that might be classed as routine and of less than major importance.

In the administration of a school system the same individual, whether an executive or a clerk, is faced with the necessity of performing a variety of duties widely dissimilar in kind but demanding attention during successive periods of the same busy day. Somewhere there may be executives and clerks who can carry the details of such activities in mind without the aid of check lists, but the wiser course and the one conducive to efficiency and peace of mind is to build up, maintain, and preserve lists and to make use of them afterwards. In many schools such memoranda are made each time the specific situation demanding them arises. This is a waste of time and often results in the loss or neglect of procedures that have proved very effective in the past, and it sometimes results in the thoughtless neglect of important details.

An office clerk, trained through long years in a certain position, may become so efficient that such lists are not needed at all; but clerks do not last forever and when the change comes the presence of good check lists, written on cards, and filed under the proper headings, are of inestimable value. No organization, least of all a school, can afford to have the essentials upon which smooth functioning depends filed only in the head of a clerk or even an executive who may not be available through the year.

### Building Up the Lists

The activities concerning which such check lists could be built up and the items on them will depend largely upon the local school situation, the community, and the educational program being followed. Some check lists would be much the same for all schools while others would vary. A suggestive list of a few possible check lists follows:

1. Advertising school affairs.
2. Athletics:
  - a) Steps in preparation for the season;
  - b) Steps in preparation for home contests;
  - c) Steps in preparation for foreign contests;
  - d) Eligibility checking routine for athletes.
3. Grade programs.
4. Honor awards.
5. Instructions in routine to new teachers.
6. Instructions to new "school news" editors.
7. Library accessioning.
8. Details at opening of school in fall.
9. Plays and dramatics.
10. School record routine.
11. Testing program.
12. Year's ending.

Each one of these and other similar lists can be worked out in great detail if it is so desired. An attempt should be made to make all such lists so inclusive that reasonable dependence on them would be possible. Dependence on a poorly worked out check list can be the cause of more trouble than no list at all, but any list should be revised and expanded periodically and used thoughtfully in order that it may be improved at every opportunity.

The check list developed at Hancock for the giving of plays and dramatics is an example of the items that go to make up such a list. This list is arranged in a time sequence for obvious reasons.

### Details to be Attended to in Supervising the Production of a Play

#### Eight weeks in advance

- Select approximate play date.
- Start selection of play.
- Decide first on royalty that can be afforded.
- Consider: Moral standards of community.
- Limitations of stage, etc.
- Talent available.
- Plays recently presented.  
(See list in office)
- Five weeks in advance
- Order play books.
- Try to get royalty adjusted if high.
- Pick cast.

#### Four weeks in advance

- Start practice.
- Edit play for possible objectionable lines.
- Appoint stage crews, etc.

#### Three weeks in advance

- Advertising should be planned and started.
- Prices should be decided on.
- "In between" acts should be planned.
- Various committees appointed.
- Date set definitely.
- Janitor notified of date of play and of such duties as fall to him.

#### Two weeks in advance

- Reserve seats checked.
- Complimentary tickets distributed to ministers, board members.
- Make-up kit checked.

#### One week in advance

- Stage properties lined up.
- Student ticket sale arranged.
- Ushers, ticket sellers, etc., appointed.
- Plan announcements of appreciation, etc., to be given between acts.

#### Dress rehearsal

- To be two nights before play. Evening before for general brush-up.

#### Day of play

- Announcement in all rooms in school.
- Arrangement for admission of children from poverty-stricken homes.

Lessons worked into citizenship classes, etc., of correct behavior at plays and in public places. Arrange for excuses from class for those in cast whose temperament demands it. (Not to be overdone!)

#### Day after play

- All properties returned.
- Make-up kit checked and returned to store room.
- By one week after play
- All bills to be presented and paid.
- Financial statements issued to class.
- Stage and dressing rooms checked.
- All lost and found articles advertised.
- Sample plays returned to "play file."
- File also one copy of play given.
- Enter cast in student activity record.

### Time Savers

Such a check list will save much embarrassment and inconvenience. For example, in small agrarian communities the presence of the minister at school plays puts the stamp of sacerdotal approval upon the school enterprise. Small-town ministerial salaries are often such that complimentary tickets are the only means of securing attendance, but such items are seldom thought of and are easily forgotten. The growth of these memoranda, the addition of detail after detail, and the listing of alternatives, when two courses of action are equally possible and valuable, provides the machinery for evolving better and better routines. Their presence in the files removes a too great dependence on the personal element and provides valuable suggestions for even the most competent.

## Economy Adjustments in a Small School

*A. J. Huggett, Superintendent of Schools, Lake Orion, Michigan*

Nearly every school has found itself under the necessity of making adjustments and allowances to meet the conditions of the present. This is no less true in the small schools than in the large ones, although the village and town concessions to "Old Man Depression" may not have been so violent as those made in some of the larger systems. The problem everywhere has been to eliminate and reduce to meet the facts of current revenue, and yet to keep from destroying the essential efficiency of the schools. All work may not be conducted on as high a level as before. The problem is to keep the depression knife from reaching the vital spots and of maintaining the health of the body, even though it is minus attractive tresses and perhaps thin even to emaciation. Our hope is that when the proper diet of income is restored, the school will once more become a rounded-out, attractive, and efficient worker. The administrators who have been wise (if I may change the figure) have wielded the pruning knife and shears themselves rather than resist to the point of losing the opportunity to perform the trimming operation, thus turning it over to untrained hands. For the budget tree-surgery of the layman has been crude and has done much more harm than like operations performed by schoolmen.

It is surprising, one must admit, how many savings can be made even in a small school, when the job is resolutely attacked. I was confronted with the necessity of making radical savings in the operation of the Lake Orion schools. With my back against the wall, speaking figuratively, I was able to trim the budget very considerably, without a terrifying loss in school efficiency. To illustrate:

#### Electric Bills

We cut our power and light bills almost in half during a two-year period, by employing the following devices:

1. *Education of Teachers.* Our instructors were requested individually, as well as in teachers' meetings, to be careful of the use of lights—to use them when really necessary, but to turn them off when the need was past. The teachers were also instructed to adjust the shades to admit the most possible light, and they were reminded that often only half of the lights needed to be switched on. After the educational campaign had proceeded for some time, the individual reminders became a little more direct.

2. *Eliminating Much of the Night Use of the Gymnasium.* Every possible function, including parties, was scheduled for the afternoon, instead of

the evening. Many of the organizations which had held night gatherings in the gymnasium could just as well hold sessions in an ordinary classroom which can be lighted more cheaply.

3. *Using Smaller Bulbs.* Our classrooms had been equipped with 150-watt lamps. We found that 100-watt lamps gave sufficient light for the darkest day in winter. The lights had been planned, apparently, for night use, but our classrooms are seldom used, except in the daytime. The gymnasium lights could not be altered, as that is one room which is used a great deal at night.

#### Commencement

Some of the savings which may be made in this activity are as follows:

1. *Eliminate the Speaker.* Only the unusual man knows local conditions or fits very well into the rest of the program. Is not the present, therefore, a good time to eliminate the expense?

2. *Simplifying the Procedures in General.* Programs may be mimeographed instead of printed, less elaborate diplomas used, etc. Savings can be made in a number of other ways without materially harming the dignity or the quality of the ceremonies.

#### Substitute Service

We are saving approximately \$200 per year in our little school system of sixteen teachers through virtual elimination of substitute service. To us, it has become apparent that it is possible to get along with less substitute service. High-school vacancies are taken care of by teachers with free periods, and of course, by the writer. Elementary gaps are filled by certain high-school teachers who have free periods and who are temperamentally inclined toward elementary work. The arrangement is far from ideal but we get along as well as most substitute teachers. It has been our observation that the usual substitutes available in the small town are not usually efficient; many have been out of touch with present-day methods and do not know the school system nor the children.

#### Clerical Work

Until this year, we employed a full-time clerk. Not only did she look after office work, but she helped in the high-school library as well. The announcement that she was to be married gave us an opportunity to eliminate her position without throwing anyone out of work. To fill her place, we hired two of our best 1933 graduates. Neither was

(Concluded on Page 76)

# THE AMERICAN School Board Journal

EDITORS:

WM. GEO. BRUCE



WM. C. BRUCE



## *School Boards and Preelection Statements*

IT IS occasionally found that during an election campaign for board-of-education honors, candidates engage in public statements as to where they stand on policies and projects which may concern the school system. Primarily, these statements are merely intended to serve as the formal announcement of the candidacy of the aspirant and to offer a pledge of loyal service.

Where the community is divided on issues relating to school interests and engages in a spirited contest, the candidates may be called upon for a more definite declaration. It is here that candidates in their anxiety to enlist the support of the voter yield to pledges, which are visionary and cannot in the nature of things be fulfilled.

The self-respecting citizen, be it man or woman, who becomes a candidate for a membership on a board of education, primarily does not lend himself or herself to a humiliating bid for public support, or engage in promises which are neither practical nor feasible.

The candidate at the outset must of necessity enjoy a standing in the community that in itself will constitute a guarantee for efficient service. To exact pledges and promises as to policies and projects is usually predicated upon a lack of confidence on the part of the public. The average citizen does not care to be placed upon the witness stand to be questioned as to his character and fitness for the public service. His general reputation as a citizen and as a successful man of affairs in whatever calling must speak for him.

In the larger communities, where it is impossible for every citizen to know every other citizen, it may become necessary for someone to bring the candidate to the attention of the public and say something about his fitness for the school-administrative service. At any rate, the idea of self-laudation on the part of a candidate is undignified and in the end ineffective.

Citizens' committees and the public press are in a more advantageous position to set forth the needed information regarding candidates that the voting public is entitled to. But even here it would be unwise to go beyond a general assurance of conscientiousness and efficient service.

## *Trend of Today in School Litigation*

IT WOULD seem that the laws applying to the administration of the schools were at once so clear that a continuous interpretation of them through court decisions would be unnecessary. And yet with every new law differences of opinion arise which find their adjudication in the courts. Situations arise, too, which make it necessary to secure a new interpretation of an old law.

The ordinary run of cases which become the subject of litigation relate in the main to the alteration, rights, prerogatives of school districts, contracts, liabilities, and taxation, pupils' conduct, and disciplinary rights of the schools. The cases involving contracts between school boards and teachers have increased materially. The teachers' permanent-tenure laws have resulted in considerable litigation. The controversial aspects of the innovation have prompted the school authorities in many instances to oppose permanent-tenure principle and to take their chances in the courts of law. Again, the employment of professional talent has, in the light of economic conditions, become a more serious consideration.

The superintendent, principal, or teacher who, as an economy measure, has been ousted in a somewhat peremptory fashion, will examine his or her rights in the premises and appeal to the courts of law to uphold them. Here hasty and unpremeditated action on the part of school boards has led to serious complications. A contract

is a contract whether times are good or bad, and the man or woman who has adopted the teaching profession for a livelihood is at such times inclined to exact the full measure of justice.

Some queer situations have arisen. In attempting to substitute lower-priced talent for the higher without a proper regard for the equities or rights involved, school authorities have found themselves confronted with two superintendents, principals, or teachers, where only one was required. The payment of two salaries where one ought to suffice is not entirely in harmony with either economy or good judgment.

Much of the litigation now engaged in school affairs throughout the United States could be obviated if the legal aspects involved in any transaction were properly weighed and considered before engaging in a lawsuit.

## *Citizens' Councils and School-Administrative Affairs*

THE clamor on the part of the taxpaying public to be heard in matters of local government, their policies and cost, in the light of a disturbed economic situation, has in innumerable instances found expression in citizens' councils, or at least in public groups devoted to the discussion of the subject of civic welfare.

Invariably the discussions have concerned themselves with the cost and the management of the schools. The school authorities have thus secured the viewpoint of the citizen, and at the same time have secured a most complete survey of the financial situation as applied to both public and private interests. The tax ability of the community here becomes the vital subject of interest.

These citizens' councils have proved themselves most instructive. They bring out the fact that the public has made its demands upon the schools in times past without reckoning the cost, or even the fact that a deferred obligation would some day have to be met. The councils also reveal the fact that the public mind lends itself to advocating extravagance on the one hand, and parsimony on the other.

Then, too, we learn that the public is indifferent and unconcerned in affairs that deserve careful attention at a time when policies, innovations, and departures concerning the public economy are under consideration. And finally, come the extreme proposals, the inexpedient and impractical, in the direction of taxation. There is, for instance, the proposal of unlimited federal support for the schools without realizing that such support is necessarily and logically followed by federal control.

The citizens' councils, in order to reach their purpose, must not only permit a full and free expression on the part of those who participate in them, but must in the last analysis be guided by a common-sense, middle-of-the-road, matter-of-fact policy.

The school authorities that have entered these public conferences, fully determined to draw the public into their confidence, laid their cards upon the table, called a spade a spade, and met their adversaries with frankness and candor, have usually emerged from the fray without the loss of prestige or the public confidence and good will.

## *Who Built That Schoolhouse?*

THE human eye, trained to an appreciation of architectural design, readily distinguishes between the old and the new in the field of schoolhouse planning and construction. It will not only note from an exterior view of the structure whether the design has been held in graceful or clumsy lines, but also whether the modern idea rules in the direction of interior orientation, fenestration, exits, and entrances have been observed.

The trained eye will find the modern school structure of more than passing interest. Taking, as a whole, the architectural expressions, exemplified in American communities, it can readily be asserted that if there has been distinctive progress in planning a residence, a theater, a hotel, a bank or an office building, that the same progress has found expression in the designing and building of a schoolhouse.

When the range of public buildings is considered, we find city halls, courthouses, and state capitols of the older type present some ugly and usually uneconomic structures, while the later expressions combine utility, dignity, and ornateness. The old-time schoolhouse,

let us say those planned and erected three decades ago, violated grossly, in many instances, the rules of beauty and practicability in exterior design, as well as in interior orientation.

The several World Fairs held during the past four decades, at Chicago, St. Louis, San Francisco, and Buffalo, have done much to stimulate design in art and architecture. They have prompted better art appreciation in residential edifices, bank and office buildings, and public buildings of various kinds. While the earlier buildings have exemplified the classic in the field of architecture, they also manifested some originality which gives new touches of beauty to old forms. In the general trend toward higher and finer levels of architectural expression, the schoolhouse was not overlooked. The old and clumsy, awkward, and ugly structures of three decades ago have given way to the simple yet dignified functional expression in design.

The real genius in American school architecture has, after all, found its highest and best expression in interior layout and equipment. While exterior designs have been expressive, the interiors have reached the apex of utility and efficiency for educational service, safety, and convenience.

Thus, it may be said that American school architecture constitutes a distinctive achievement in which the housing constitutes a material contribution to the efficient operation of a school plant. The architect has gone more intimately into the factors that are helpful in facilitating the work of the schools, and has given eloquent expression to that combination which recognizes utility and, at the same time, preserves the elements of beauty.

The question, "Who built that schoolhouse?", can readily be answered by those who have some familiarity with the subject. At any rate, the initiated will know whether it was planned and constructed by a master hand, or whether it is the product of an amateur or architectural tinkerer.

In these days when the competitive element and home-town interest is brought to the fore with more than ordinary vigor, there is also the danger of departing from the established rule which accords the planning and building of a new school structure to those best equipped to perform the task. The practice of provincialism in the matter of schoolhouse planning is likely to prove extremely expensive. School architecture has become a highly specialized art — and a science as well — which embodies the results of years of experience and experimentation.

#### **Cleanliness in the Use of School Textbooks**

THE era of economy which has centered all fields of human activity has also manifested itself in the modern schoolhouse. One of the economies met with deals with the use of textbooks.

The average pupil is the individual owner of a book which he discards when the need for it no longer exists, and bequeaths it to his little brother, or exchanges it for a new book. Where a shortage obtains, the part-time use of textbooks under systematic direction has been introduced.

It is here where the problem of cleanliness has arisen. A worn and dilapidated book is not an attractive article, but a smudgy, germ-laden volume is a menace to the physical welfare of the pupil. In a bulletin issued by the New Hampshire State Teachers' Association the experiences of last winter are discussed. The bulletin contains the following paragraph:

"Any classroom teacher has recollections of weeks of mingled coughs and sneezes which liberated germs innumerable — mainly upon the forlorn and mutilated pages of 'mutual' textbooks. These germs found hospitable lodging in the inevitable accumulation of dirt, grease, finger prints, and general foulness incidental to prolonged daily service of any book as a tribal refuge. In many instances, the same books, or remnants of books, are in use now; and, unless the better judgment of school authorities rules otherwise, they will be passed along, in all their physical decrepitude and germ-laden possibilities, to other pupils. The fact that a large proportion of these books are in such a state of ruin as to be relatively useless as texts is in itself sufficient cogent reason for their replacement. The additional fact that they constitute a menace to the public health should be a determining factor. Such books have no legitimate

place in a society which long ago banished the common drinking cup and which insists upon modern sanitation."

When school costs are estimated it is found that the item of textbooks in comparison with the total expended for maintenance and operation is only a nominal one. A filthy schoolbook, on the other hand, may prove an expensive utility. A doctor's bill may exceed the price of a book many times over. A small saving may result in burdensome expenditures.

#### ***The Public Schools and the Politician***

THE statement has been circulated in the public press that the troubles which the schools in some sections of the country are facing at this time are entirely due to the machinations of the politicians. The inference here is that the public schools have been in control of the politician and that the board of education is a politically controlled body.

Statements of this character are not only untrue, but denote a lack of understanding as to who administers the schools of this country and how they are administered. Under the baser interpretation being given to the word *politician* it becomes a serious charge to hold that the average school-board member is a politician.

In the cleaner and more accurate definition of a political system, a public-school system is a branch of the government and as such is a part of a political institution. And those who govern the institution may be called politicians in the better acceptance of that term.

At any rate, if the troubles which are afflicting the schools in several sections of the country at this time are traced to original causes, it will be found that the lawmakers rather than the school administrators are to blame. It will also be found that those who have in the past legislated for the agencies and instruments that make for the support of the government have not been sufficiently farsighted and circumspect. School boards have been obliged to hold within the funds accorded to them by the lawmakers, and hence cannot consistently be charged as being the cause of a reduced support for the administration of the schools.

On the other hand, it must be taken for granted that the decline in property values and the consequent reduction in the funds at the command of the schools is due to an unforeseen and unavoidable situation as far as the school authorities are concerned.

#### ***Local Patriotism in School Administration***

THAT patriotism which implies loyalty for country and supports all that will make for its welfare and advancement, usually finds its best expression in the promotion of community interests. Love for country must begin in an active participation in the affairs of the home town, its economic, civic, and social progress. The fostering of home-town interests are greatly intensified at a time when the economic conditions are not promising. The law of self-preservation is distinctly at work, and the school system becomes in a measure the battle ground upon which that law is brought into view.

Thus, boards of education pass rules whereby only local teacher talent is favored, and nonresident talent is ruled out. This policy regarding community interests finds expression in the various transactions in which a school system engages. The employment of labor and the purchases of material is largely guided by the law of self-preservation.

In all this it must be remembered that no community is unto itself a self-sufficient entity. The products of the community, be they from the farm or the factory, must find their market beyond the confines of the locality. The money that ultimately pays for them may have come a long distance.

Local pride and patriotism are fine traits provided they find expression in a practical, equitable, and progressive manner. These traits may, however, degenerate into narrow, selfish, and discriminating departures. The board of education, as a public body, should set the pace in the direction of a broad and liberal attitude in all matters where the public dollar is spent and where the welfare of the community is to be promoted not only in an economic sense, but in a civic and social sense as well.

# A Notable Group of School Bookmen at a Famous State Adoption

On this page we present a group picture of bookmen who were identified with the memorable state textbook contest which was staged in Missouri in the summer of 1897. The fight was an exceedingly hot one not only because of the weather, but because of the importance of the adoptions which were made. Incidentally, the adoption was the last in the state, because legislation enacted soon after, led to the present plan of local selection of textbooks.

The group includes many representatives of educational publishing houses who were widely known

old Schultze-Sevonaok algebra, published by Macmillan.

W. S. Smyth (11) was at the time manager of D. C. Heath & Company in Chicago. Previously he had been with Ginn & Company.

Frank J. Albright (12) was with the Educational Publishing Company for many years.

George A. Bacon (13) was a member of the firm and later president of Allyn & Bacon, Boston. He was the father of the Bacon brothers who are now identified with the firm.

Todd Kirk (14) has not been further identified.

Charles Sibley (28) was at the time with Leach, Shewell & Sanborn.

J. M. Hunt (29) is well known.

T. W. Gilson (30) was at the time manager of the grade-school business of Ginn & Company.

S. S. White (31) was also an agent of Ginn & Company and was very successful.

J. D. Williams (32) was connected with Maynard & Merrill Company as the firm was called at that time.

Capt. James A. Bowen (33) was at the time with Rand-McNally & Company.

W. S. Shearer (34) represented various school-book publishers at various times.

W. S. Russell (35) was at the time manager of Harper & Brothers.



BOOKMEN WHO PARTICIPATED IN THE LAST MISSOURI STATE TEXTBOOK ADOPTION IN 1897

throughout the United States. Some of them later became important executives of their firms. Many will be remembered by the older educators of the present time.

A publisher through whose courtesy the photograph is here reproduced and who remembers the names of all but two of the men, provides the following interesting comments:

Starting at the top, W. J. Button (1) was the manager of the Werner Company for many years. This firm was later merged with the American Book Company.

Robert Foresman (2) was at the time of this adoption connected with Scott, Foresman & Company. He had been previously with Silver, and other firms and was interested in music publications.

Col. E. R. Durham (3) was a state officer at Jefferson City where this adoption took place.

Z. R. Ashbaugh (4) was in Missouri and Kansas for many years with Silver, Burdett & Company.

W. B. Bechtold (5) was connected with Woodward-Tiernan Company, St. Louis, who landed the adoption for Rand-McNally Company's geography.

Mr. Seiler (6) was, I think, from Topeka.

Walter B. Woodward (7) was with the well-known Woodward-Tiernan Publishing Company, St. Louis, and helped strongly to land the Rand-McNally adoption.

E. J. Lyle (8) was the veteran agent for D. C. Heath & Company in the same state.

E. D. Roudebush (9).

F. L. Sevenoak (10) represented the Macmillan Company in Missouri and was the author of the

F. F. Hansell (15) was a well-known book dealer and manager of a book depository in New Orleans.

L. E. Loveridge (16) was a veteran bookman connected with various firms at different times.

C. F. Newkirk (17) was at the time of the adoption with Houghton Mifflin Company. Later he became manager of the educational department of Rand-McNally & Company in Chicago.

W. E. Hassett (18) was a veteran agent for the American Book Company in Missouri.

John Pugh (19) was agent for the Werner Co.

J. M. White (20) was a Missourian and represented a local publishing house which issued a state history.

L. J. Phebus (21) was at the time with the Werner Company and later represented D. C. Heath & Company.

J. L. Patrick (22) at the extreme right with the skull cap, was a very well-known man in the school-book business.

J. M. McCullough (23) was with Silver, Burdett & Company and was interested in music publications.

F. D. Curtis (24) has not been further identified.

Hugh Foresman (25) is president of Scott, Foresman & Company, Chicago, and represented the firm at this adoption.

W. L. Lemmon (26) was with Scott, Foresman & Company, and later on with the Southwestern Publishing Company, Dallas Texas. He was co-author with Julian Hawthorne of a well-known literature book.

Mr. John Ellis (27) is the gentleman with the full beard.

## NEW BOOKS

### Trends in Principles and Practices of Equalization of Educational Opportunity

By Samuel Harrison McGuire. Paper, 128 pages. Published by the George Peabody College for Teachers, Nashville, Tenn.

This study traces the history and the present practice of those special forms of state support for schools which are intended to equalize educational opportunities and services. The author shows that up to 1920, only twenty states sought to provide an equalized program of instruction. At present, 41 states have laws to distribute a portion of their state school funds for this purpose. Of the states which do not attempt equalization, two states—Kentucky and Florida—have abandoned the principle, and Kansas has failed to provide funds for its operation. Iowa, Oregon, South Dakota, and Wyoming have no method of equalization.

In general, two approaches to equalization are found under the existing laws. A number of the states fix the minimum school conditions demanded of the local units. After these have been met, the state takes over the job of supplying the funds for all additional services and extensions of work. The most typical laws employing this approach are found in Alabama, Georgia, Louisiana, and Utah. The second approach involves direct state support of a program agreed upon as meeting a common standard. Whatever additional school-work the local community desires must be met out of its own funds. Washington, California, and the recently enacted laws of North Carolina are typical of the approach.

The author reaches the conclusion that for the present equality in school organization and school practice cannot be achieved.

In general the equalization programs have desirable features for flexibility in administration; they

(Continued on Page 46)

# THE GATES PROGRAM OF READING

**is revolutionizing the teaching of reading in thousands of school systems.**

## All types of users explain why —

### Number of failures noticeably lessened

"Since using the Gates Reading Program, the number of failures in my first grade has noticeably lessened." *Supervisor*

### Marked success proved by actual tests

"The year ended with no first grade pupil unable to read. This is a condition that I have never seen equalled elsewhere."

"I can do no more than say that I know of no system of reading that can replace the Gates." *Superintendent of Schools*

### Independence in sight reading

"We have nearly forty children in our first grade, about half of them Italians. They already love to read. We never had a class that had such independence in attacking sight reading."

*Supervisor*

### Provides for individual differences

"It is an individual method as well as a group method. Children become interested in the work and thoroughly enjoy learning to read." *Teacher*

### Children enthusiastic about them

"I never enjoyed teaching reading so much as I did last winter. The reason was the Gates Series. The children were so enthusiastic about the books that learning to read and to comprehend was easy for them." *Teacher*

### Content wins pupils' interest

"The Preparatory Book has been found effective in overcoming reading difficulties. We have never found a series that excels the Gates Series in content from the point of view of pupil interest."

*Superintendent of Schools*

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(Continued from Page 44)

allow for local initiative and they provide the essential means for lengthening school terms, raising salaries, and encouraging the employment of better teachers. Further improvement in the equalization laws will come, the author thinks, from improvements in the state and local taxation systems, greater equalization of assessments, and better state administration of the taxation systems.

The study does not enter into the disadvantages of equalization programs due to the removal of stimulus for self help and the failure to eliminate waste. It is true that sixteen states prescribe a pupil-teacher ratio as a condition for state aid, but there is little if any incentive for discontinuing small schools, for eliminating small high schools which are excessive in cost, for eliminating unnecessary rural school boards, or for compelling adequate plans of accounting. As with much of our other fine school legislation, the purposes of equalization have not been tied up closely enough with other problems of school organization to effect true economy.

#### Health Stories

Book Two. By Anna Towse, Florence Matthews, and William S. Gray. Cloth, 176 pages. List price, 68 cents. Scott, Foresman & Company, Chicago, Ill.

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#### The Dilemma of Democracy

By Isaac L. Kandel. Cloth, 88 pages. Price, \$1. Harvard University Press, Cambridge, Mass.

This 1934 English Lecture summarizes the dilemma of present-day secondary education in the United States. "Here then, is the dilemma of democracy — to determine whether it wishes to accept the concept of individualism which was invented by Romanticists for a type of society which has not yet been created, or whether the state or society can exist without the acceptance of certain clear and definite objects of social allegiance. It has further to decide whether equality of opportunity must inevitably mean the adjustment of standards to individual capacity or whether the interests of society and, in the light of recent developments, the interests of individuals themselves, do not demand some system of selection, distribution, and guidance

which will ensure to all individuals the opportunities for that education and vocational preparation which will provide the best means for their fullest development and their largest contribution to the welfare of society as a whole. The extension of the period of education for all adolescents is inevitable; it is not beyond the scope of wise educational statesmanship to devise the most appropriate methods of promoting equality of opportunity, equipping all with a common language of intercourse, giving to each according to his ability, and leaving an open road to talent."

That present education is not solving this problem arises, in the author's opinion, from "the absence of a general aim and the planlessness of American secondary education" which "have resulted in an inflated offering of subjects all of equal value and put together to meet the needs and capacities of the individual pupil in packages representing a certain number of units."

The book leaves the reader with a complete feeling of dissatisfaction with the objectives as well as the program of public secondary education. Only one type of secondary school — the vocational school in which the mechanical trades are taught seems to achieve a measure of success in the limited occupational training which they offer.

#### Early America

By James A. Woodburn and Howard C. Hill. Cloth, 480 pages. Price, \$1.20. Longmans, Green & Company, New York City.

A history of the North American continent, particularly of the United States, is presented in this book in form and style conforming to the best method now used for teaching social science in intermediate grades. The authors introduce just enough of the European background of the time of the various discoveries and of the subsequent colonization to give the young child a glimpse of the countries from whom the discoverers and colonists came, and of the reasons which led them to seek a home in America. The authors emphasize very strongly social, economic, religious, and educational conditions in the colonies and indicate the political background which led to the democratic form of government we now enjoy.

The material is organized in large and briefer lesson units, each fixing attention of the pupil on a central unifying theme. Thus, Part V, The English Kept Busy in America, indicates the spirit and the purpose of the book perhaps better than any other unit of the work.

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By Cornelius Janzen and O. W. Stevenson. Cloth, 540 pages. Price, \$1.68. Silver, Burdett & Company, Newark, New Jersey.

Economic facts and conditions and economic principles are discussed in this book for students on high-school level. The authors have eliminated all consideration of philosophical postulates and derive all of the principles which they discuss from the conditions and the problems which they have found to exist in present-day society, industry, and government. The work is remarkably unbiased and clear-cut and controversial subjects are handled in a most satisfactory manner.

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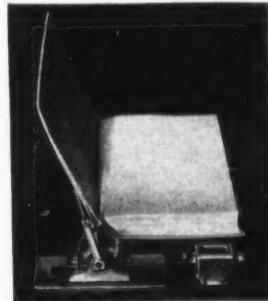
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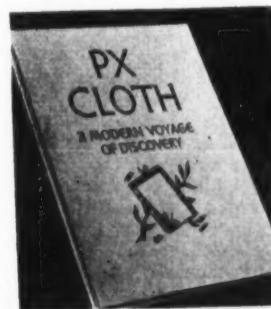
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#### First Days with Numbers

By Clifford B. Upton. Cloth, 160 pages, illustrated. 40 cents. American Book Company, New York City.

Here is a first- and second-grade number book that will appeal strongly to teachers and pupils. In fact, teachers will be surprised at the author's grasp of the child's interest. The problems, stories, and illustrations will make the learning of numbers just like play. The vocabulary contains 495 words, most of which the child knows. There are also two workbooks for first and second grade, respectively, which may be used together with this book.

#### Code Control of School-Building Construction

By J. W. Sahlstrom. Cloth, 164 pages. Price, \$1.50. Teachers College, Columbia University, New York, N. Y.

Although schools are considered state institutions and school boards have enjoyed a measure of independence from municipal dictation in administrative and financial matters, the construction of school buildings is regulated very completely by the local municipal building code in all cities where a code is in effect. State school authorities and other observers are agreed that this control has been and is frequently unwise, wasteful, and lacking in understanding of the special needs of school buildings.

The failure of local building codes to function properly in the control of public-school-building construction rises out of the nature of the codes which derive their force from the police powers of the state.

Inasmuch as they apply to the building activities of the private citizen, the codes seek to interfere as little with the individual's liberty as possible because any regulation in excess of actual necessity for safety of life, limb, and health will be frowned upon by the courts as an infringement on the constitutional rights of the individual and of property. The codes are not all concerned with the efficiency of the building which a private citizen erects, nor with its economy, or even beauty. They are merely a protection against public and private disaster. They must apply equally to all sorts of citizens and to the vast variety of buildings found in a city; hence they must be inclusive and inflexible and suited to the worst rather than the best condition and persons. That the codes are usually unprogressive and excessive in their requirements because of political and business pressure is inevitable.

The planning and construction of public-school buildings has need for an entirely different type of control. The police powers of the state are necessary for only those aspects of the schoolhousing problem which involve the safety of the children. The state can legislate for any control through the state school department or the local school board, which it considers desirable for the educational efficiency of the schools, their economy, and their improvement. Such legislation can be flexible, can consider the special functions of school buildings, can promote other aspects of social welfare.

While the author of the present book only hints at these benefits to be derived from state legislation and state control of school-building construction, he does condemn the local codes for their inflexibility, the lack of application to school condition, duplication, wastefulness, and excessive requirements. As a rule, the codes are severest in the largest cities. In requiring fire-resistant construction especially, the large cities which have very complete fire-fighting services and insurance are most stringent, while the least protected small towns are quite lax. Other inconsistencies are to be found in the unscientific methods of determining the size and number of stairs and exits, the unwise requirement of outdoor fire escapes, excessive structural strength for live floor loads, and unnecessary and wasteful amounts of ventilation.

There is a real need for state legislation exempting schools from all control of local building codes and the development of state-wide control based on a constructive state school-building code. A good measure of local administrative supervision may be necessary, but it certainly need not go beyond the enforcement of the state code.

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#### Principles and Practices of Financial Accounting for Schools

By John Guy Fowlkes. Cloth, 232 pages. Price, \$3. E. M. Hale Company, Eau Claire, Wisconsin.

The great body of basic principles of school accounting were first recorded in printed form during the decade from 1912 to 1922, when the original studies of the National Association of School-Business Officials and of the United States Bureau of Education were made available. Since that time the practice of personnel and financial accounting has been revolutionized several times through the scientific restatement of principles, the unification and simplification of related procedures, and the clarification of definitions, comparative units, etc.

The present book is an inclusive restatement of accepted principles. It includes a practical outline for a complete system of personnel, property, and financial accounting. It is addressed to the school official of average experience and will serve both as a manual and text. It has been undoubtedly influenced in its point of view and in some details of practice by Wisconsin conditions and by the author's reliance upon research carried on by professional educators rather than expert accountants. In such matters as accounting or extracurricular activities it tends to completeness rather than simplicity. The chapter on unit costs is suggestive and frank in pointing out the unsatisfactory character of most attempts at comparative uses of unit cost figures. This chapter was apparently written before the latest study of the accounting research committee of the school-business officials' association was made public.

The book deserves to be a part of the working library of every school-board secretary and accountant.

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Bulletin No. 76, 1933, of the State Department of Public Instruction, Harrisburg, Pa. A course in typewriting, prepared by a special committee, under the direction of Mr. John G. Kirk, chairman. In the preparation of the course, the committee gave particular attention to problems of instruction peculiar to the secondary school. Because of the complexity of the problem, it was necessary to deal primarily with those considerations which applied directly to instruction in the secondary school. The course takes up principles of curriculum placement, program placement, room equipment, textbook, methods of class management, lesson topics, aims, and plans.

#### Labor Problems and Labor Legislation

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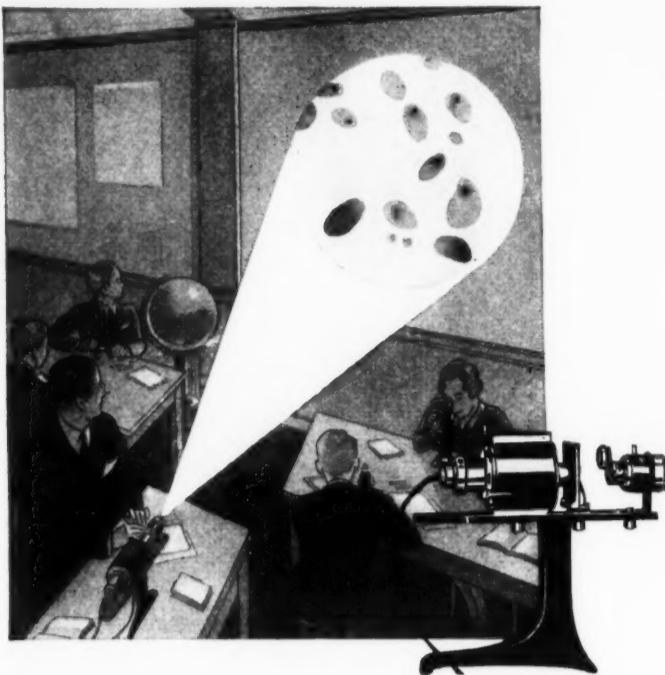
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## School Law

### Schools and School Districts

School boards have no inherent power to annex to their districts territory of adjoining districts, but such power is conferred by statute and must be exercised in strict conformity therewith (Tex. rev. statutes of 1925, art. 2765). — *Mesquite Independent School Dist. v. Gross*, 67 Southwestern reporter (2d) 242, Tex. Com. App.

Where a school district after employing a teacher, but before the commencement of a school term, was consolidated with another district, the consolidated district which did not employ such teacher was held liable to her, where she was unable to obtain other employment (Kans. laws of 1931, c. 275). — *Fuller v. Consolidated Rural High School Dist. No. 1, Pottawatomie County*, 28 Pacific (2d) 750, Kans.

### School-District Government

The Mobile County school board of nine commissioners was held abolished by statute, and in lieu thereof a board of five commissioners was established and the local educational system, otherwise recognized as existing by prior statute, was preserved by reference (Ala. acts of 1875-76, p. 363; Ala. local acts of 1919, p. 73). — *State ex rel. Ellis v. Griggs*, 151 Southern reporter 850, Ala.

The election of a superintendent of education of Mobile County, when four school commissioners present voted for such an election, was held valid (Ala. acts of 1875-76, p. 363, § 7, as amended by the local laws of 1923, p. 182; the local acts of 1919, p. 73). — *State ex rel. Ellis v. Griggs*, 151 Southern reporter 850, Ala.

The county superintendent, and not the county school trustees, was held vested with power to elect his assistant, with resulting right to discharge her, as respected the assistant's right to salary after discharge by the superintendent (Tex. revised statutes of 1925, art. 2700). — *Nepper v. Stewart*, 66 Southwestern reporter (2d) 812, Tex. Civ. App.

The superintendent of education of Mobile County, though designated in the statute as *ex officio* member of the board of education, was held a mere executive arm of the board, without authority to participate in its deliberations, or to vote on questions before the board (Ala. acts of 1875-76, p. 363, § 7, as amended

by the local acts of 1923, p. 182). — *State ex rel. Ellis v. Griggs*, 151 Southern reporter 850, Ala.

The proper procedure to test the regularity of an election of school-district trustees was by presenting the controversy to the county superintendent, and then to the state superintendent of public instruction and, if not satisfied with the decision, to the state board of education, before resorting to the courts (Tex. rev. statutes of 1925, art. 2656). — *Barrett v. Tatum*, 66 Southwestern reporter (2d) 444, Tex. Civ. App.

School trustees can exercise only such powers as the law confers upon them, and are bound to know limitations upon the district's indebtedness (Mont. constitution, art. 13, § 6). — *Farbo v. School Dist. No. 1 of Toole County*, 28 Pacific reporter (2d) 455, Mont.

A school board is a creature of statute, and has only jurisdiction expressly given it thereby, or implied as necessary incident to such jurisdiction. — *Mesquite Independent School Dist. v. Gross*, 67 Southwestern reporter (2d) 242, Tex. Com. App.

A school board, acting without authority of law, express or implied, acts without potential jurisdiction, want of which renders the act utterly void and subject to collateral attack. — *Mesquite Independent School Dist. v. Gross*, 67 Southwestern reporter (2d) 242, Tex. Com. App.

### School-District Property

A contract between a general contractor and a subcontractor in the construction of a school, and stipulations in the subcontractor's bond, signed by the surety, could not deprive the subcontractor of the right to declare what debt he meant to discharge when making payment to the materialman, as regards the surety's liability to the materialman (La. act. No. 224 of 1918, § 6, and § 3, as amended by Act No. 271 of 1926, § 4; act. No. 41 of 1894; civil code, arts. 2163, 2165, 2166, 2232). — *N. O. Nelson Mfg. Co. v. Wilkerson*, 152 Southern reporter 157, La. App.

A subcontractor and his surety were held not liable to the contractor for payments made to the subcontractor's materialman, where the subcontractor agreed to furnish the materials in building an addition to the schoolhouse, and the surety agreed that the subcontractor would perform, the word *furnish* not meaning to pay for materials. — *Tremblay v. Souey*, 169 Atlantic reporter 737, Me.

A school board's action in taking possession of the premises and in reletting the contract on the original contractor's default was held not an "acceptance" of building, and did not terminate its rights under the contractor's bond, as regards the question whether the

unpaid subcontractor's action was timely instituted (N. J. complete statutes supplement, § 107-149C [1] et seq.). — *Newman v. Maryland Casualty Co.*, 170 Atlantic reporter 46, 112 N. J. 122.

A materialman cannot apply payments made by a public contractor from sums realized from the current contract to the satisfaction of previous indebtedness, so as to make the contractor's surety liable for materials furnished under the current contract as for materials not paid for (Vernon's annotated civil statutes, art. 5160). — *N. O. Nelson Mfg. Co. v. Wallace*, 66 Southwestern reporter (2d) 505, Tex. Civ. App.

Under a contract for the construction of a school building, the retained percentage fund was held in the nature of a trust for the benefit of the unpaid subcontractors and materialmen, and the board of education and the city owed a duty to the subcontractors to safeguard the withdrawals therefrom (N. Y. Lien Law, § 3 et seq.). — *W. A. Brockhurst Co. v. City of Yonkers*, N. Y. 258 N. Y. S. 637.

A materialman furnishing to the subcontractor plumbing and heating fixtures for a school building could not enforce a lien therefor against the balance due the original contractor by the education board (Ala. code of 1923, § 8832). — *N. O. Nelson Mfg. Co. v. County Board of Education*, 152 Southern reporter 221, Ala.

A city board of education was not liable for injuries sustained by a school teacher by falling on the floor of a classroom, unless the board caused or permitted the dangerous condition to exist where the accident occurred. — *Burns v. Board of Education of City of New York*, 268 N. Y. S. 626.

It was the duty of a school teacher injured by a fall in the classroom to give notice to her superiors of any dangerous condition existing, even though she was not the only teacher using such a classroom. — *Burns v. Board of Education of City of New York*, 268 N. Y. S. 626.

A school-bus driver who was paid \$25 a month was not responsible for the disrepair of a bus, as respects his liability for the death of a child falling from the bus (Vernon's annotated civil statutes, art. 2687a). — *Lewis v. Halbert*, 67 Southwestern reporter (2d) 430, Tex. Civ. App.

### School-District Taxation

A constitutional provision, limiting a school district's indebtedness to 3 per cent of the value of the taxable property therein applies to all debts, irrespective of form, and in determining the amount of the indebtedness outstanding warrants must be considered (Mont.



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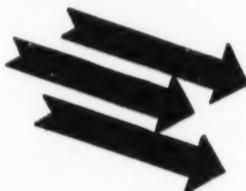
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constitution, art. 13, § 6). — *Farbo v. School Dist. No. 1 of Toole County*, 28 Pacific reporter (2d) 455, Mont.

The power of school districts to issue bonds is purely statutory.—*Farbo v. School Dist. No. 1 of Toole County*, 28 Pacific reporter (2d) 455, Mont.

The North Carolina general assembly has power to authorize and direct the counties of the state as administrative units or governmental agencies to provide necessary funds by taxation or otherwise to maintain the schools at least six months in every year (N. C. constitution, art. 9, § 3).—*Evans v. Mecklenburg County*, 172 Southeastern reporter 323, 205 N. C. 560.

A constitutional requirement for the annual tax to pay interest and to provide a sinking fund for bonds is mandatory (Mo. constitution, art. 10, § 12).—*State ex rel. Emerson v. Allison*, 66 Southwestern reporter (2d) 457, Mo.

The levying of a tax for interest and sinking fund of school bonds for 1928 was held proper, notwithstanding the bonds dated March 2, 1928, were not sold until 1930, because of intervening litigation (Mo. annotated statutes § 9199, p. 7074; Mo. constitution, art. 10, § 12).—*State ex rel. Emerson v. Allison*, 66 Southwestern reporter (2d) 547, Mo.

School-district warrants issued on the general fund for current expenses in anticipation of valid taxes previously levied, represented an "indebtedness," and, where the net indebtedness exceeded 3 per cent of the taxable property of the district, the issuance of bonds to redeem the excess warrants would be enjoined (Mont. laws of 1933, c. 160; Mont. constitution, art. 13, § 6).—*Farbo v. School Dist. No. 1 of Toole County*, 28 Pacific reporter (2d) 455, Mont.

### School-District Claims

The evidence was held not to establish any dangerous condition of the floor in a classroom where the teacher fell or notice of any such condition to the board of education, precluding a recovery for injuries.—*Burns v. Board of Education of City of New York*, 268 N. Y. S. 626.

### Teachers

The vice-principal of the San Francisco elementary schools, appointed to the position in 1921, did not acquire permanent tenure so as to prevent her dismissal except for cause, since under the existing laws, the principal could not acquire tenure, and the vice-principal performed the duties of an assistant principal, having the same rights as the principal (Calif. pol. code, § 5, and § 1793, subd. 1).—*Klein v. Board of Education of City and County of San Francisco*, 28 Pacific reporter (2d) 402, Calif. App.

A common-school-district board of education cannot perform official acts, such as employing a teacher, when meeting outside of the geographical limits of a school district (Kans. rev. statutes of 1923, § 72—1026).—*Dunfield v. School Dist. No. 72, Coffey County*, 28 Pacific reporter (2d) 987, Kans.

A statute prohibiting discrimination based on sex in the formulation of a scale of wages for teachers was held not to abrogate a scale of wages adopted and in force prior to its passage (P. L. 1925, p. 669).—*Regan v. State Board of Education*, 170 Atlantic reporter 16, 112 N. J. Law, 196, aff (Sup.) 159 Atlantic reporter 691, 109 N. J. 1.

### Pupils and Conduct of Schools

An ordinance requiring children's vaccination against smallpox as a condition to their admission to the public schools was held valid as reasonable exercise of the power to make regulations to prevent the introduction and spread of contagious diseases, though no smallpox epidemic existed (Miss. code of 1930, §§ 2396, 2417, 4878, 4883).—*Hartman v. May*, 151 Southern reporter 737, Miss.

A constitutional provision, requiring the establishment of free public schools, and a statute making school attendance compulsory did not preclude a municipality from refusing the complainant admission to the city schools because of failure to submit to required smallpox vaccination (Miss. code of 1930, § 6716; Miss. constitution of 1890, § 201).—*Hartman v. May*, 151 Southern reporter 737, Miss.

A resolution of the city board of health excluding from school, children not vaccinated, on the ground of an emergency and the danger of smallpox epidemic, was held authorized (Burn's annotated statutes of 1926, § 8168).—*Vonnegut v. Baun*, 188 Northeastern reporter 677, Ind.

### ADULT EDUCATION IN MONONGALIA COUNTY, WEST VIRGINIA

An extensive CWA program, offering a complete series of projects in adult education under the reeducation program was begun in December, 1933, in Monongalia County, W. Va., under the direction of Supt. Floyd B. Cox. The program consisted of a three-month project and involved the assignment of 158 unemployed teachers, at a cost of \$4,950.

The administrative details called for a general director, responsible directly to the superintendent of schools, a director of testing, a director of kindergartens, and a director of adult education.

With the advent of bad weather conditions, the

program had to be reduced more than fifty per cent, but it was carried out fully, serving all persons who were willing to take advantage of the classes. The school reached approximately 3,500 persons, offering every type of work possible within the limited funds available for supplies. The kindergarten enrollment included over 450 children of preschool age and more than half that number of mothers who with their children sought to keep pace. Teachers within the regular school system did much to alleviate the disadvantages which many children experience either in mental or physical handicaps. The testing program has not been completed so that no definite results can be credited to it until a later date.

The school officials are convinced that the real benefit from an adult-education program comes as a result of the establishment of a permanent program which can be reorganized section by section, to give the most beneficial results to the largest number of persons.

♦ Hollywood, Calif. The city fire department has called on the school board and urged that serious consideration be given to safety measures in the tent schools now being used for the housing of school children. The fire chief recommended that the temporary tents be sprayed with fire-retardent chemicals, and urged that adequate water lines be laid for use in case of an outbreak of fire.

♦ The annual premium charged by the Idaho state insurance fund against local school boards has been raised from five to six cents on each \$100 of teachers' salary. The accident insurance provided for under the law, covers teachers not only at school, but also at their homes.

♦ Washburn, Wis. Dr. A. A. Axley, president of the school board, has suggested a new plan, calling for the abandonment of one school building and a redistribution of the pupils among the three other buildings. The plan would result in a saving of approximately \$4,000 through the elimination of a number of teachers and the saving in upkeep expenses.

♦ Pittsfield, Mass. The teachers' committee of the school board has voted to adopt the recommendations of Supt. John F. Gannon, calling for the assignment of 24 teachers. These teachers were part of the group which had to be transferred due to a reduction of the staff because of a greatly reduced budget. Thirty-four teachers who were recently dismissed were not given appointments due to the fact that no vacancies exist on the staff.



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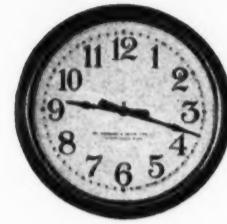
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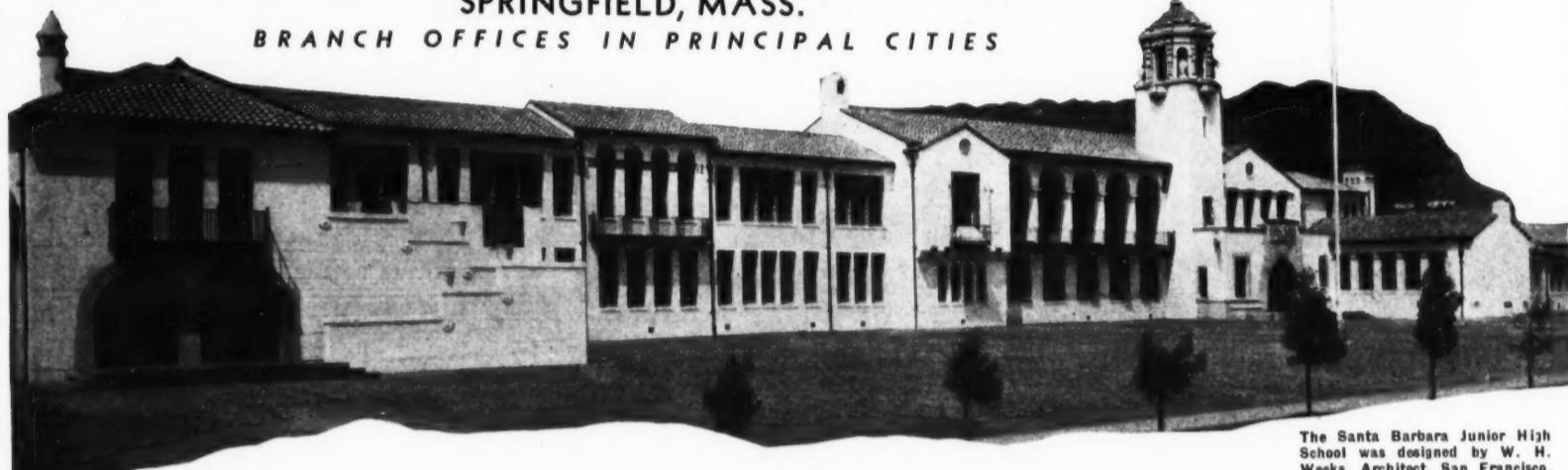
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The Santa Barbara Junior High School was designed by W. H. Weeks, Architect, San Francisco.

## Teachers' Salaries

♦ Minneapolis, Kans. Three department heads of the school system have been reelected, with increase of 10 per cent in salary.

♦ Batavia, Iowa. The entire school staff has been reemployed, with a 10 per cent increase in salary. A salary reduction of 33 per cent had been effected during the past two years.

♦ Tulsa, Okla. The board of education has taken the initial steps toward an increase in salaries for teachers next year. The board ordered the superintendent to prepare a list of the employees to be retained during the school year.

♦ Benson, Minn. All members of the faculty, with one exception, have been reelected for the school year 1934-35, with salary increases of \$5 per month. The staff of the junior high school has been reduced from four to three members, making the total number 28 as compared with 29 during the past year.

♦ Enfield, Conn. The town board of education, at a recent meeting, voted to give an increase of 10 per cent in salary to the entire personnel of the school system, including supervisors, teachers, clerks, and janitors, effective with the beginning of the next school year.

♦ Salem, Oreg. The school board has issued new contracts to teachers for the 1934-35 school term. A condition of the contracts is that present salary schedules shall prevail, unless changed by the budget committee.

♦ Stevens Point, Wis. In the adoption of a new salary schedule for teachers, the board has raised the requirements for both elementary- and high-school teachers. After June, 1939, no elementary teacher will be employed unless he or she has a bachelor of education degree, and no high-school teacher will be employed unless he or she has a bachelor of arts degree by June, 1936. A retirement system designed to retire all teachers at the age of 65 has been adopted by the board. Such teachers will be given preference when services of a substitute teacher are required.

♦ New Ulm, Minn. All members of the teaching staff of the school were reelected for another year, at the same salary, subject to the automatic increase given for the completion of five years' service.

♦ Lancaster, Wis. The school board has voted to restore 10 per cent of the teachers' salary cut. The

teaching staff suffered cuts amounting to 25 per cent during the past two years.

♦ Willard, Ohio. The school board has adopted a new plan in the payment of teachers' salaries. Under the plan, teachers will be paid during the year semi-monthly, on a 25-day basis, instead of a 19-day basis as formerly.

♦ Springfield, Tenn. During the school year 1933-34, the teachers suffered only one salary reduction of 10 per cent. The teaching force remained the same in point of number employed.

♦ Watertown, Wis. The school board has reappointed all teachers, at the same salaries as last year. An exception was made in the case of eleven teachers who had never received any salary increase, and it was voted to give them increases of 5 per cent in recognition of their advanced training and experience.

♦ Minneapolis, Minn. The school board recently made a study of two salary-increase surveys presented by a special committee. A proposal was made that an automatic salary-increase schedule be adopted for janitors, similar to that for teachers now in effect.

♦ Hettinger, N. Dak. Salaries of teachers for the 1934-35 school year have been continued on the former reduced schedule. All teachers will be required to attend summer school for six weeks this summer and will be granted a \$50 bonus for work completed.

♦ Lowell, Mass. The school board has voted to pay teachers once every two weeks, on the first and fifteenth of every month, instead of once a month as formerly.

♦ Leominster, Mass. The school board has voted to restore 10 per cent of the 20 per cent cut in salaries which has been in effect during the past school year.

♦ Amesbury, Mass. The school board has voted to continue the 21 per cent salary cut for the balance of the fiscal year, which means a reduction of \$333.90 in the average teacher's salary.

♦ Lewiston, Me. The school board has adopted a budget of \$259,747 for the 1934-35 school year, which is an increase of \$40,000. The board refused to sanction any further salary cuts during the next year.

♦ Tacoma, Wash. The teachers in the city schools face a further salary cut of approximately 15 per cent during the next school year. The salary cut was ordered to enable the school board to balance its budget.

♦ Bend, Oreg. The school board has adopted a proposal to increase teachers' salaries by 7 per cent during the next school year.

♦ Clarion, Iowa. The entire teaching staff has been reelected for the next year, with an increase of 7 per cent in salaries.

♦ Financial relief for distressed teachers in North Dakota has been provided with the aid of federal funds. More than 1,000 teachers will receive assistance and more than \$50,000 is to be expended for teachers' salaries.

♦ School boards in cities and towns of Massachusetts, except Boston, cannot dismiss teachers, except for cause, under the terms of a law passed by the state legislature and signed by the governor. Under a previous law, a school board could dismiss a teacher for any reason. No change was made in the provision, allowing dismissal because of a decrease in the number of teachers. The causes recognized in the new law are inefficiency, incapacity, conduct unbecoming a teacher, insubordination, "or other good causes."

♦ Augusta, Me. The school board has voted to eliminate all married women teachers. Four of the eleven teachers affected by the order will be granted extensions in order to complete the service making them eligible for pensions.

♦ Birmingham, Ala. The school board, through careful handling of the school funds, has been able to pay the teachers promptly on the first of each month, and has not been compelled to eliminate a single subject or department. Teachers' salaries suffered a cut of 20 per cent since 1930. The board closed the school year with a surplus in the treasury.

### OHIO SALARY SITUATION

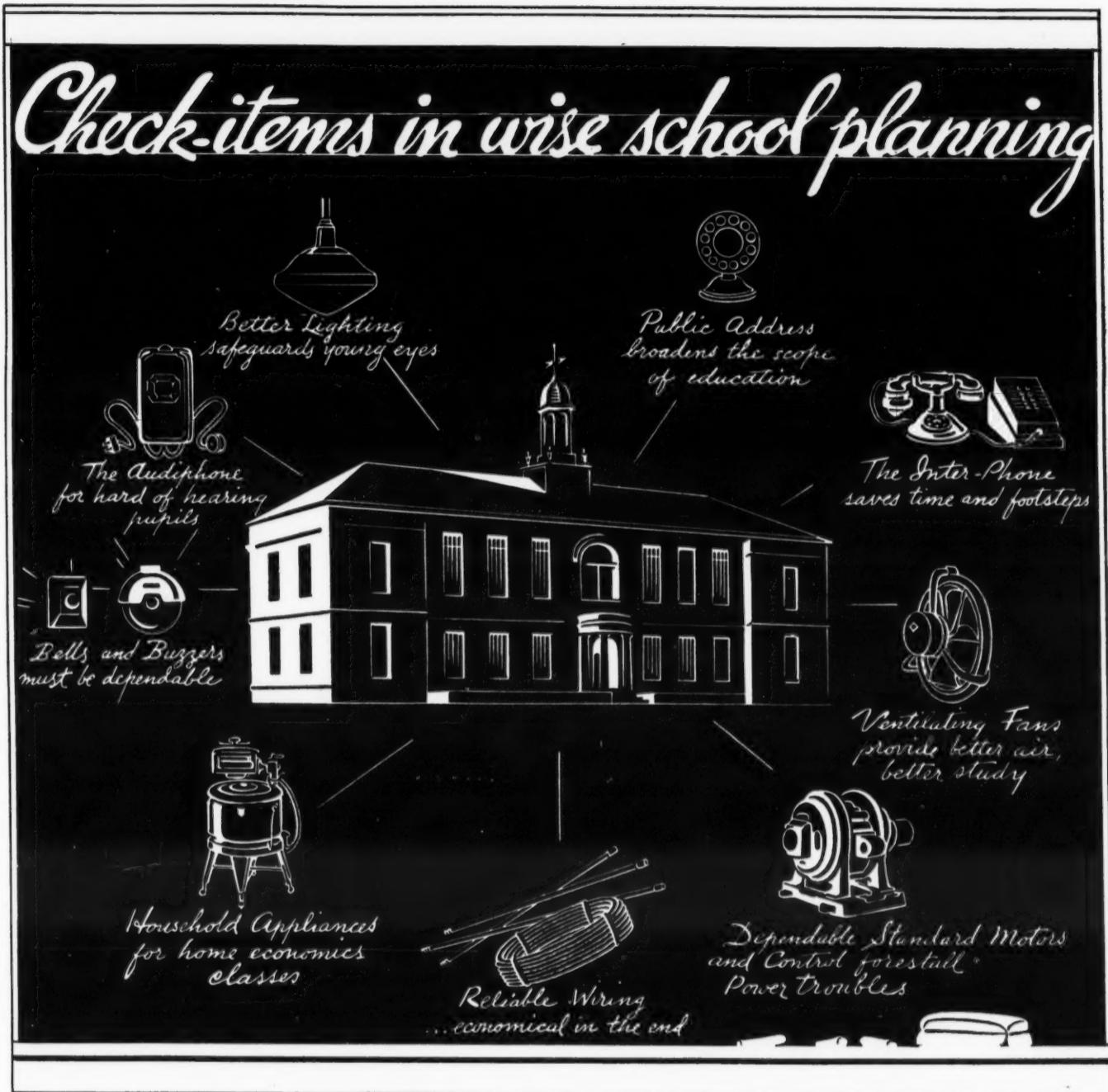
The number of teachers in Ohio city schools has been reduced only slightly during the present school year, and while many cities have suffered a reduction in salary, a majority of the communities have made no further cuts under the 1932-33 schedules. In a study recently completed by Dr. T. C. Holy, of the Ohio State University, the following figures are presented:

	1932-33	1933-34
Elementary teachers	12,314	11,979
High-school teachers	8,679	8,659
Administrative and others	1,896	1,764
Total teachers	23,132	22,646

In the villages of the state the following situation was revealed by the study:

	1932-33	1933-34
Elementary teachers	702	670
High-school teachers	555	536
Administrative and others	135	131
Total teachers	1,391	1,349

In practically all of the cities the 1929-30 salary schedule is still operating nominally at least, but in most of the communities the automatic increases have been suspended for one year or more.



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## On Progressive Art Rooms

**R. E. Côté, Chairman, Art Department, Boys' Technical High School, Milwaukee, Wisconsin**

(Concluded from April)

### Crafts Room

#### A. Construction

1. **Size.** The room should be large enough to accommodate ten students. It should be sound-proof. Direct lighting is advisable. The height of the room should conform to the requirement of the main art room.

2. **Windows.** They should meet the same requirements as the main art room.

3. **Floors.** The floors should be of the same construction as the ceramics room.

4. **Walls and ceiling.** They shall conform to the same standards as the ceramics room.

5. **Doors.** The doors should be at least 3 ft. in width and 7 ft. in height. Door should open outward. The upper part of the door should have one pane of frosted glass with a 2-in. border of plain glass. The lock on the door should be such that it can be locked from the outside but never from within.

6. **Color scheme.** The color scheme should harmonize with that of the main art room.

7. **Built-in cases.** There are no cases in this room.

8. **Electricity.** There should be one very powerful central ceiling light. In addition there should be at least two wall plugs, one of which is 220 volts, 3-phase.

9. **Gas.** Gas should be piped in and at least four outlets from the main line in the room.

#### B. Equipment

There should be the following pieces of equipment:

1 Worktable	12 Stools or chairs
1 Sawdust box	1 Polishing motor
1 Lead-lined acid tank	1 Slate-top annealing table
1 Acid-proof sink, hot and cold water	2 Individual jeweler's benches
1 Metal waste can	1 Heavy-duty worktable
1 Two-burner gas stove	1 First-aid kit
1 pr. Diagonal-cutting pliers	1 Annealing pan
1 pr. Hand shears	1 pr. Round snips
1 Stone pusher	12 Saw frames, 4-in.
1 Pickle pitcher	1 Pickle pan
2 Raising mallets	2 Rawhide mallets
3 Chasing hammers	1 Spinning hammer
1 Surface plate	1 Raising hammer
1 Circular mandrel	3 Surface blocks
1 Ring pad	1 Pitch bowl
1 pr. Tongs	1 Set anvils
1 Hand drill	2 Circular mallets
1 Blow pipe	1 set Chasing tools
1 Center punch	1 Foot bellows
1 doz. Bench pins	1 Dividers, 6-in.
1 Lead dapping block	2 Bending plates
2 Tweezers	1 Borax slate
6 Flat-nose pliers, 4½-in.	1 Silversmith's hammer
6 Batik frames, mixed sizes	6 Round-nose pliers, 4½-in.
1 Hand punch	1 Book press
6 sets Carving tools	1 Clip fastener
	6 sets Leather tools

### Tool Room

#### A. Construction

1. **Size.** This room should be accessible to the crafts and ceramics room and large enough to contain all necessary tools for this work. Artificial lighting will suffice for this room. A room with 36 sq. ft. as a minimum will handle all the tools necessary for a group of 20 students.

2. **Floors.** The floor should conform to the standards of the crafts room.

3. **Walls and ceiling.** They, likewise, should conform to the standards of the crafts room.

4. **Doors.** The door should be 3 ft. in width and 7 ft. in height. It may open inward or outward. The upper part of the door should have a heavy-wire-screen grille with a small opening for distributing tools through. The small opening should have a hinged, metal cover that will lock. The lock on the door should be very substantial and one that locks from both sides.

5. **Color scheme.** The color scheme should conform to the standards of the main art room.

6. **Built-in cases.** There should be built-in cases, with locks and glass-panel doors on three sides of the room. The upper part of the cases

should be shallow, while the lower part is wider, with the top forming a counter.

7. **Electricity.** A single-dome light overhead is all that is necessary.

### Storeroom

#### A. Construction

1. **Size.** The storeroom should be large enough to take care of supplies sufficient for 350 students. A room 8 ft. 6 in., by 8 ft. 6 in., will hold all the necessary materials.

2. **Floors.** The floors should conform to the standards of the main art room.

3. **Walls and ceiling.** They should conform to the standards of the main art room.

4. **Doors.** The door should be at least 3 ft. in width and 7 ft. in height. It should open inward. The door should be of solid construction with a good lock that locks from the outside only.

5. **Color scheme.** The color scheme should conform to the standards of the main art room.

6. **Built-in cases.** There should be built-in cases that will hold standard-sized materials. Cardboard sizes are 28 by 44 in., 22 by 28 in. Paper sizes are 9 by 12 in., 12 by 18 in., 18, by 24 in. Pint paint jars are approximately 3½ in. in diameter and 5½ in. tall. These are the most essential sizes. Sections of the shelving should have doors and be dustproof.

### Equipment Price List

<i>A. Main Art Room</i>	
30 Desks, drawing, @ \$35.00.....	\$1,050.00
30 Stools, @ \$1.58.....	47.40
1 Projector and screen.....	225.00
1 Table for projector.....	6.45
1 Teacher's desk.....	33.85
1 Teacher's chair.....	7.95
1 Paper cutter.....	6.12
1 Paper-cutter table.....	6.45
2 Filing cabinets, letter size.....	23.00
180 Drawing boards, @ .60.....	108.00
30 T-Squares, @ .50.....	15.00
3 Waste-paper baskets, @ \$1.50.....	4.50
1 Towel box.....	1.50
1 Soap container.....	3.50
30 Drawing boards, large, @ .90.....	27.00
2 Still-life stands, @ \$12.00.....	24.00
2 Pencil sharpeners, @ 3.50.....	7.00
1 Blackboard compass.....	.60
4 Erasers.....	.60
1 Mimeograph machine.....	250.00
1 Block-printing machine.....	60.00
<i>B. Teacher's Office</i>	
1 Coat closet.....	\$ 6.50
2 Chairs, @ \$4.25.....	8.50
1 Metal bookcase.....	36.00
1 Small table.....	6.75
1 Metal filing case, horizontal drawers.....	11.50
<i>C. Ceramics Room</i>	
1 Wedging table.....	\$ 22.50
2 Kick wheels, @ \$36.00.....	72.00
1 Acid-proof sink.....	80.00
2 Zinc-covered tables.....	39.72
1 Plaster worktable.....	43.18
1 Kiln, gas.....	150.00
1 Pebble mill.....	80.00
1 Drying cabinet.....	150.00
1 Sprav gun.....	2.75
3 Banding wheels.....	24.00
1 Plate dividers.....	1.00
1 Calipers.....	1.50
1 Steel straightedge.....	3.00
1 Shelf tile.....	5.20
1 Scale, 10-lb. capacity, with weights.....	15.50
2 Wedgewood mortars and pestles.....	7.95
1 Studio scale, metric system.....	5.00
1 Pottery grinder.....	4.80
24 Glass containers, pint size.....	2.60
24 Glass containers, 2-qt. size.....	3.50
2 Automatic rubber respirators.....	3.00
<i>D. Crafts Room</i>	
1 Stool.....	\$ 12.00
1 Annealing table.....	58.41
1 Sawdust box.....	9.50
1 Lead-lined acid tank.....	20.90
1 Acid-proof sink.....	80.00

1 Metal Waste Can .....	1.40
1 Polishing motor .....	94.00
1 First-Aid kit .....	6.50
1 Heavy-duty workbench .....	25.00
1 Metal workbench .....	75.00
2 Individual jeweler's benches .....	45.00
1 Electric drill .....	25.00
1 Foot bellows .....	8.50
1 Blowtorch .....	2.50
1 Annealing pan .....	8.50
1 Gas stove, two-burner .....	3.50

### PENNSYLVANIA OBSERVES SCHOOL CENTENNIAL

On April 1, the State of Pennsylvania began the formal observance of the centennial of the establishment of free public schools. Special programs were held in the state-wide observance on April 3 and 4, in the Forum of the Education Building at Harrisburg. The leading speakers were Governor Gifford Pinchot and State Superintendent John N. Rule. The observance will be continued during the summer and will close October 10 to 11, with a Citizens' Conference.

The opening exercises of the centennial were directed chiefly to honor the early founder of the schools and the leaders in the original legislative fights.

A dramatization of the debate in the legislature and the signing of the free school act was presented by students of the Shippensburg State Normal School. An old-fashioned spelling bee, a singing-school session, and typical school sessions of 1834 and 1934 were arranged.

Dr. James N. Rule, in explaining the celebration, writes:

"The history of public education in Pennsylvania dates back to the first settlers. In the early days of our commonwealth Penn's frame of government definitely considered education as a public function. The Provincial Council of 251 years ago enacted legislation to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth."

"The groundwork of a sound system of education was firmly established in these early days and led finally to the passing of the Common Schools Law in 1834. Subsequent attacks on the free public-school system re-enforced the determination of the people to insure an education for all the boys and girls of the commonwealth. The Constitution of 1873 made mandatory a system of public education wherein all of the children above the age of six years might be educated."

"In the one hundred years which are just being completed, Pennsylvania has rounded out a significant milestone in her educational history. Pennsylvania's Educational Charter, which has been adopted by the school people of the state, sets forth a bill of rights for the development of education for the citizens of the commonwealth.

"Changing social and economic conditions make necessary changes in the organization and administration of education if a square deal is to be guaranteed to all. There are four problems which are particularly significant at the present time:

"1. Efficient administration of schools requires a unit sufficiently large to support a meaningful educational program.

"2. Good schools cannot be had without good teachers. It is extremely important that proper personnel be selected for training, be trained, placed, guided, and adequately protected in their rights.

"3. A square deal can be had only when there can be an equalization of support which will remove the heavy burden from real estate and insure to each community in the state at least a minimum program of education.

"4. Instruction in the school must be vitalized."

In the centennial celebration, tribute is being paid "to the father of free public schools in Pennsylvania"; to Thaddeus Stevens, whose noble defense saved the school law at a critical time; to Samuel Breck, chairman of the legislative committee charged with drawing up the law of 1834; to Thomas Burrowes, early superintendent of common schools, and to the thousands of faithful teachers, statesmen, and citizens, who have made public education a successful part of the life of the commonwealth.

Programs sponsored by the Department of Public Instruction during education week were attended by 5,400 persons. Four sessions were held, during which programs were presented for the purpose of showing conditions and incidents leading up to the establishment of free public schools. Events presented as a tribute to traditional customs of years gone by included an old-fashioned spelling bee and singing school. Pageants showed the contrast of instructional methods of one hundred years ago compared with those of modern schools. As a presentation of modern school instructional methods the college presented an exposition of phases of the secondary-school curriculum with the assistance of pupils of the Shippensburg and Camp Hill high schools. These included demonstrations in agriculture, citizenship, industrial arts, physical education, music, home economics, and art.

The centennial celebration in the public schools continues through the spring months and in many schools a definite objective will be attained by making the anniversary the theme for commencement and promotional exercises in June.

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### Teachers and Administration

#### RULES GOVERNING TEACHERS' QUALIFICATIONS

The board of education of Springfield, Tenn., has adopted new rules governing the qualifications of teachers. The rules are as follows:

1. No person under 20 years of age is eligible for a teaching position in the public schools.

2. In order to be eligible for a teaching position, an applicant must have completed two full years of work in a standard college or university, and must have completed 18 quarter hours of credit in education.

3. An applicant for a position in the high school must have completed three full years of work in a standard college or university, and must have completed 18 quarter hours of credit in education.

4. Teachers already in the school system who do not have 90 quarter hours of credit, with 18 quarter hours of the 90 in education, are eligible for re-election as long as they add at least 12 quarter hours each summer successively until they have secured the required credit hours.

5. No woman teacher who is married will be employed in the future, and no woman teacher will be retained who marries while in service.

6. The teacher's retention in service is dependent upon his or her having paid a poll tax for the current year.

#### TEACHERS AND ADMINISTRATION

♦ Green Bay, Wis. The school board has adopted a policy of issuing no future contracts to married women as teachers, unless they are the sole support of themselves and their families. It was voted to place all teachers on a twelve-month basis of pay, with their annual salaries divided into twelve equal monthly payments.

♦ The administrative department of the public schools of Sioux City, Iowa, has revised its rating scale for teachers this year, to conform with those suggestions which have seemed to make the use of the scale more satisfactory. The scale is being used for the rating of all teachers, principals, and supervisory officers. It is the purpose of the school officials to insure absolute fairness in all the work. Every rating is open to

the inspection of the teacher involved and every principal and supervisor is ready to discuss the rating with the teacher marked.

♦ New York City teachers, as well as other Americans, should have no objection to subscribing to an oath to support the Constitution of the United States, as proposed by the New York board of education, according to Supt. Harold G. Campbell. Mr. Campbell, in replying to a criticism of the bill pending in the legislature at Albany, said that the board of education has approved the bill in principle, but has suggested that it be amended to conform to the constitutional oath required of public officials. Teachers and other educational employees have subscribed to this oath for a number of years.

♦ Chanute, Kans. The school board has voted to retain the present salary schedule for the next school year. The board failed to approve a suggestion of Supt. L. H. Petit that no teacher or other employee be engaged without his recommendation. The suggestion was opposed by certain members of the board, who maintained that its adoption would make it impossible for the board to elect any teacher or other employee, except from a list presented by the superintendent.

♦ St. Albans, Vt. The school board has voted against the employment of married-women teachers. The new policy does not contemplate any change in the status of teachers already on the school staff.

♦ Everett, Mass. After prolonged debate and much excitement, the movement to dismiss married women teachers whose husbands are employed, was defeated in a tie vote. The movement had been going on for some time and had created intense interest in the community.

♦ The parent-teacher association of El Reno, Okla., on April 5, sponsored a public meeting to honor the teachers and to pay special tribute to those with more than a ten years' service record. The record shows that 15.4 per cent of the teachers have been in the school system more than ten years, while the average tenure for all teachers is 6.5 years. The longest service record was held by Miss Etta Dale, a principal, who has 42 years to her credit.

♦ Hartford, Conn. A plan for teacher selection, intended to rate candidates according to merit as regards education, teaching ability, and experience, has been studied for possible introduction in the local schools. The plan calls for an eligible list from which the teacher highest on the list will be selected when a vacancy occurs.

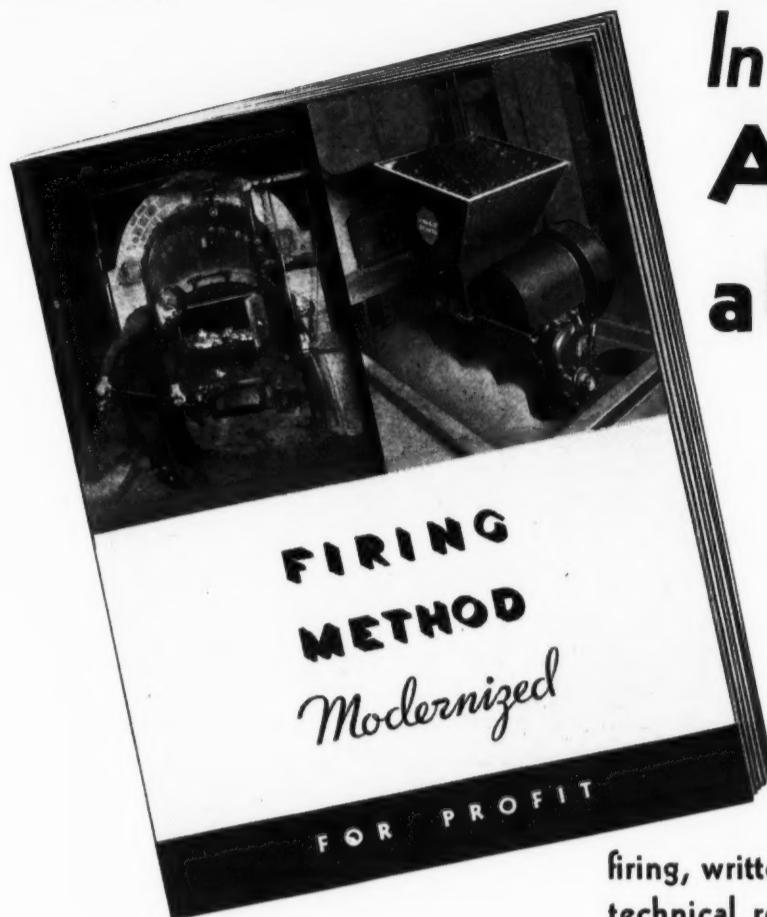
#### ADOPT NEW RATING BLANK

Supt. Keith Wahlquist, of Ogden, Utah, has introduced a new form of teacher-rating plan for use in the observation of classroom teachers. The rating sheet has been carefully arranged and is helpful in rating the teacher as excellent, superior, average, inferior, or poor, according to her markings on the condition of the room, the morale and response of the pupils, and the personality and resourcefulness of the teacher in carrying on her classroom duties.

					Teacher
Poor	Inferior	Average	Superior	Excellent	School
					Date See other side for remarks.
					ROOM
					TEACHER
					PUPILS
					Blind Adjustment
					Ventilation
					Board Utilization
					Neatness of Boardwork
					Neatness of Floors
					Decorations Appropriate
					General Housekeeping
					Seating Adjustment
					Preparation
					Alertness
					Initiative
					Resourcefulness
					Enthusiasm
					Question Distribution
					Discipline
					Assignments
					Individualization
					Criticisms
					Method Appropriateness
					Poise
					Handwriting
					General Management
					Preparation
					Response
					Attention
					Interest
					Participation
					Enthusiasm
					Cooperation
					Accuracy
					Orderliness
					Cleanliness
					Study Habits
					Cheerfulness
					Posture

Ogden Teacher-Rating Blank

The rating is made by making an X in the squares opposite the qualities to be rated. The resulting profile provides a clear-cut picture of the teacher's elements of strength and weakness.



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# School Administration in Action

## LEGITIMATE ECONOMIES IN THE HIGH-SCHOOL PROGRAM'

H. T. Steeper, Principal, North High School,  
Des Moines, Iowa

It has long been the policy of the Des Moines school management to try to give the city as businesslike and economical an administration as possible, saving costs wherever consonant with good school practices. As a result of the recent general decline in real-estate values, and the widespread depression, together with some sweepingly drastic state legislation as a part of a statewide tax-reduction program, we have been forced to adopt every possible method of reducing school costs. As a part of this program of cost-reduction the following adjustments and plans have been put into operation in North High School:

1. The lunchroom is used as a library-study hall, except during lunch periods. This released a large study hall which was remodeled into two classrooms, one a large music room and the other a little theater. This arrangement makes possible the use of the lunchroom from 7:30 in the morning until 4:00 in the afternoon.

2. The Student Council took over the control and attendance records of the library-study hall under the supervision of the librarian. The library stacks were moved to a classroom adjoining the lunchroom, and windows and a door were cut in the wall between the two rooms, thus making the checking of books by student assistants convenient, and the supervision of the librarian easy.

3. The seating capacity in the classrooms was increased to 40 and in some cases to 75, thus permitting larger class sizes. The Typing I room was increased to 66 and the Typing II room to 57. This eliminated the need for one teacher.

4. The school was put on a five period day, 65 minute periods of directed study. All shop, mechanical

drawing, home economics, art, typing, bookkeeping, and science teachers thus handle one more period a day than under the old laboratory double period scheme, or 25 per cent more students per teacher. This eliminated three teachers.

5. Physical-education requirements were cut from two and a half periods per student to one period per student, the minimum required by law. This released two teachers.

6. The two vice-principals each teach half time, which saves the cost of one teacher.

7. Twelve units are required for graduation from the senior high school, and only 12 units are allowed unless the student pays tuition for additional units. This saves teaching cost for extra credits.

8. All athletic coaching costs are borne by the school from the athletic receipts from games instead of being paid by taxation. Coaches are, of course, regular teachers who do their coaching at the close of the school day. The extra coaching time is paid for from athletic funds.

9. Students are assigned in homeroom groups of 40 to 50 to the teacher for curriculum guidance and record work. This saves office clerical work. A school of 1,800 enrollment is operated with two clerks, as compared with many schools which use three or four clerks. Girls from office practice classes are assigned each period to assist in the general office, the vice-principals' offices, and the nurse's office.

10. Student participation in managing the extracurricular activities under the direction of the student council through 18 standing committees, clerical help in the homerooms, and student leadership in classrooms, especially in physical-education work, saves the teachers much time, work, and energy. This plan furnishes many opportunities for training students in leadership and the carrying of responsibilities.

11. Adoption of a student activity stamp plan for financing all extracurricular activities has made possible the retention of all such activities during these

times, and at a very low cost to the student. The activity stamp book covers participation in and admission to the following activities: Athletics, school newspaper and senior supplement, sound movies, dramatics, debating, Friday afternoon matinee dances, all-school evening parties, and music contests. The school owns musical instruments worth \$6,000, largely purchased from this fund; two complete sound-movie machines worth \$2,600; athletic equipment worth \$3,000; acoustical treatment in the auditorium, library, and office at a cost of \$1,500; and complete stage and lighting equipment in the auditorium and little theater.

Students pay 10 cents a week, \$1.90 a term, and receive over \$10 worth of admissions as computed at regular prices. Fifteen hundred out of 1,800 students and practically all of the faculty are carrying these activity books at the present time. This is the fifth year of using this plan, and the income has increased from \$3,800 in the first year to an estimated amount of over \$5,000 in this year. The plan calls also for furnishing activity books without cost to any students unable to purchase them. The homeroom teacher certifies the need.

By the use of all these plans we now handle at North High School 1,800 students with a personnel of 50, including the office staff, whereas 14 years ago a high school of the same size in that section of the city employed a personnel of 80. The teaching load today is about 35 students per teacher; in 1920 it was about 23. It would not be safe to say that the ends of the school are as well served in all particulars, but the necessity for cutting costs while the high-school enrollment of the city has continually mounted has made drastic adjustments unavoidable. Over this period of fourteen years the school has continually broadened the extracurricular program and increased the personal services to the individual students.

### A CONTEST WITHOUT WINNER

During the past five years a successful school-band contest has been conducted in the public schools of Upper Sandusky, Ohio, under the direction of Mr. H. E. Huffman, director of school music. The festival is planned and carried out by a committee made up of members of the community, the band director, and the superintendent of schools.

The contest is conducted like the average contest with a few exceptions: At the festival, each band plays a required number, selected by the conductor; in addition, each band is required to play one or two selections of its own choosing. The director makes a con-

<sup>1</sup>Statement before Research Section, Department of Secondary School Principals, Cleveland, Ohio, February 28, 1934.



No. 160

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structive criticism of the performance of each band and suggests definite steps for improvement. Finally, a massed band rehearsal and parade is held on the public square, under the direction of the adjudicator.

Following the band concert, each of the visiting band members is given a free meal. Following that, the evening program is held at the high school, where the bands play individually. The costs are covered by the admittance tickets sold to friends and patrons.

**A SCHOOL-BUSINESS CALENDAR**

The board of education of Ionia, Mich., has adopted a school-business calendar, prepared under the direction of Supt. A. A. Rather, outlining in chronological order the dates of events connected with the administration of the public schools. The calendar is valuable for insuring that all important matters will be taken care of at the proper time. Legal references are given for the convenience of the board in case detail information is desired. The calendar lists 23 important dates and explains briefly what each date stands for.

**BUSINESS CALENDAR**

March 1.	Judge of Probate appoints the Tax Commission (Act 62, Sec. 6).
March 12.	Board of Education to consider the Annual Budget.
March 19.	Budget to be filed with the County Tax Commission (Act 62, Sec. 10).
March 20.	Regular Meeting: 1. The employment of teachers. 2. Determine certain details of the budget.
April 10.	Preliminary order approving a maximum tax rate (Act 62, Sec. 15).
April 15-20.	Hearing before Tax Commission (Act 62, Sec. 15).
April 17.	Regular Meeting: 1. Appoint the census enumerator. 2. Take up the purchase of coal. 3. Repair and maintenance of buildings. 4. Authorize registration notices.
April 30.	Final report of the Tax Commission (Act 62, Sec. 16).
May 11.	First date for filing nomination petitions (P. 119, Par. 7451).
May 14.	Last date for reporting the amount to be raised by a direct tax (P. 127, Par. 7477).
May 15.	Post registration notice (P. 118, Par. 7447).
May 15.	Regular Meeting: 1. Authorize election notices. 2. Make provision for the annual election.
May 26.	Final registration day (P. 118, Par. 7447).
May 26.	Last date for filing nomination petitions (P. 119, Par. 7451).
May 28.	Clerks to notify the assessing officers of the amount to be raised by a direct tax (P. 127, Par. 7478).
June 1.	Post election notices (P. 119, Par. 7449).
June 11.	Annual election (P. 53, Par. 7225).

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lic Health Association to learn of the abandonment of modern public health units which prevent disease that would take economic toll far beyond the small expenditure required for prevention. 'Public health is purchasable' has been the slogan of this group for many years. It is sad but true that we are no longer buying it. This is not to speak of the other services of local government: there are communities where police protection is breaking down due to a lack of money to meet payrolls and renew or repair equipment. In city after city officers are riding motorcycles no longer fit for their purpose, and firemen are fighting fires with leaky hose and worn-out pumbers.

"These services, too, require federal consideration. The fact of the matter is that in many sections of the country local government has been breaking down—that the services that supply the very foundation of modern civilization are no longer being rendered—and that something must be done and done quickly to prevent such communities from complete disintegration. All the social and cultural services of local government are important and interdependent—take any one away and the effect may be unthinkable."

"It is time someone did some thinking and laid down some principles of federal aid to local governments. As a starter, these might be considered: (1) Money should be allocated on the basis of need. (2) Power should be given to a qualified administrative authority to lay down rules, regulations, and requirements (both as to expenditure of funds and reorganization of existing machinery) on which the grant may be conditioned. (3) All functions of local government should be given consideration in any program of federal aid."

**SCHOOL-BUSINESS OFFICIALS TO MEET IN NEW YORK CITY**

President Joseph Miller has announced the formulation of plans for the next meeting of the National Association of School-Business Officials, to be held August 22-24, in New York City.

The tentative program calls for a series of morning sessions, devoted to important business of the association and addresses by prominent speakers; luncheon round-table conferences in charge of chairmen and vice-chairmen; afternoon visits to museums and other places of special interest to visitors.

The annual banquet of the association will be held in the Grand Ballroom of the Hotel Astor.

Complete information concerning the meetings, the speakers, and other details, may be obtained from Mr. John S. Mount, secretary, State Education Department, Trenton, N. J.

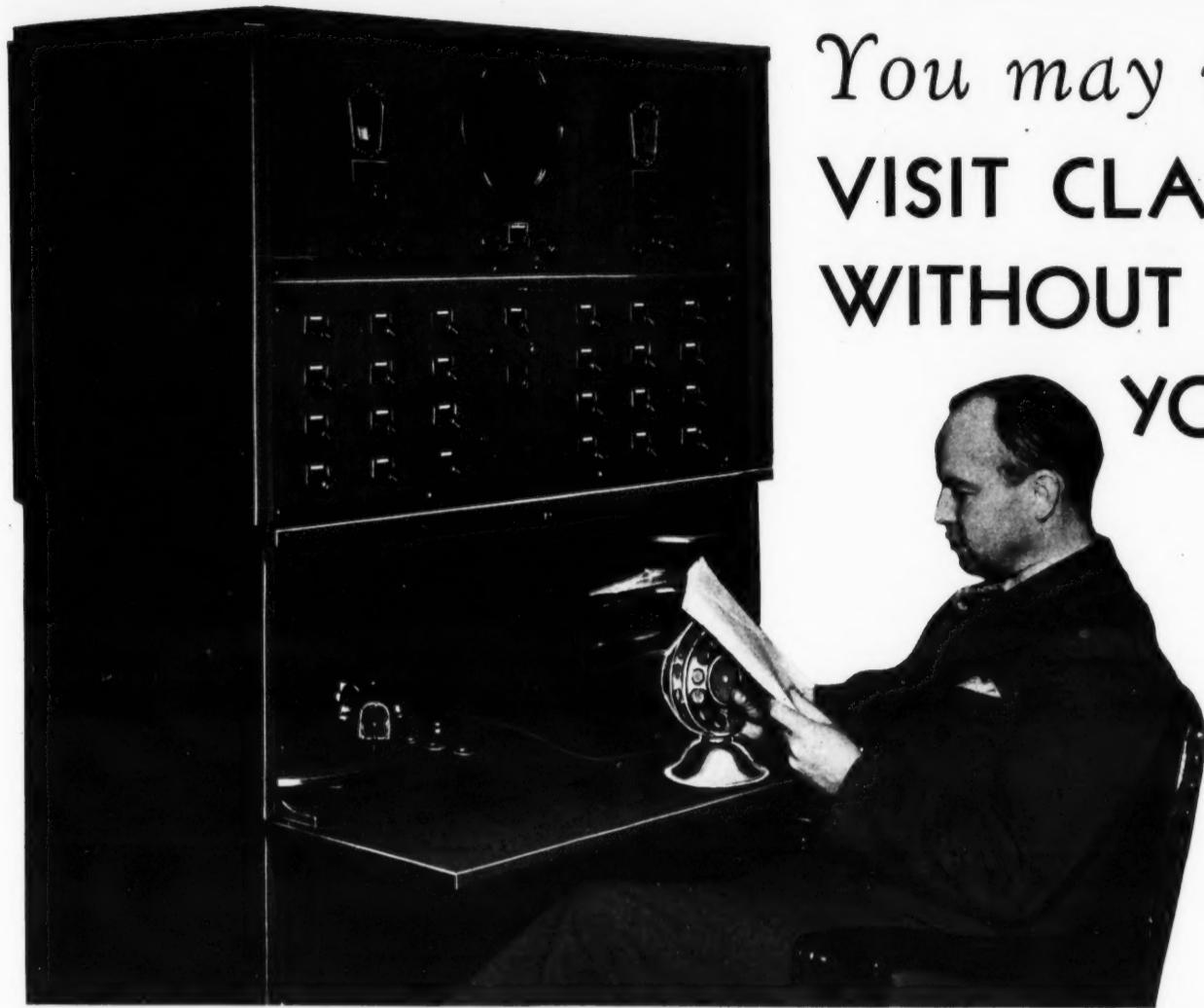
**A MUNICIPAL VIEW OF FEDERAL AID TO SCHOOLS**

Federal aid to public education is viewed in an unfavorable light by the National Municipal Review, which is the official organ of the National Municipal League. Although this organ gives assent to the serious condition in education and admits that the case for federal aid to public schools is a strong one, it still dissents from the general view of schoolmen. In discussing the proposed legislation, it says:

"The present bills provide for the allocation of federal grants or loans by the United States Commissioner of Education on the basis of relative need. So far, so good. There is talk, however, of impending changes to the bills which would force division of the money among the states on the basis of their school population. With this suggestion the National Municipal Review takes vigorous issue. If money is to be appropriated for the aid of education in this financial crisis, it should be spent where it is needed to keep the schools open. It would be the height of folly for the same proportion of funds to be allotted to Alabama, where approximately half the schools are still closed despite desperate efforts of a united citizenry to keep them open, and to New York state, which has had relatively little trouble.

"There are two other points to be considered here. Unconditional federal assistance would simply result in a freezing of the present wasteful administrative organization of the school systems of many states. If federal money is to be spent, it should not be spent without strings attached, strings which would make possible the elimination of millions of dollars in waste that is due to the small school district in many states.

"The second point to bear in mind is that schools are not the only local governmental service to have been hard hit by the depression. Read *Our Starving Libraries*, by R. L. Duffus, to get a dramatic picture of what has been happening to the most important cultural service with which our civilization has provided adults. Or communicate with the American Pub-



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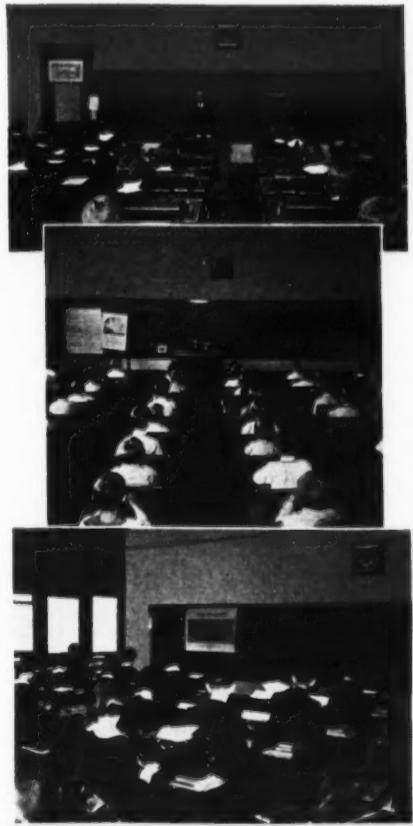
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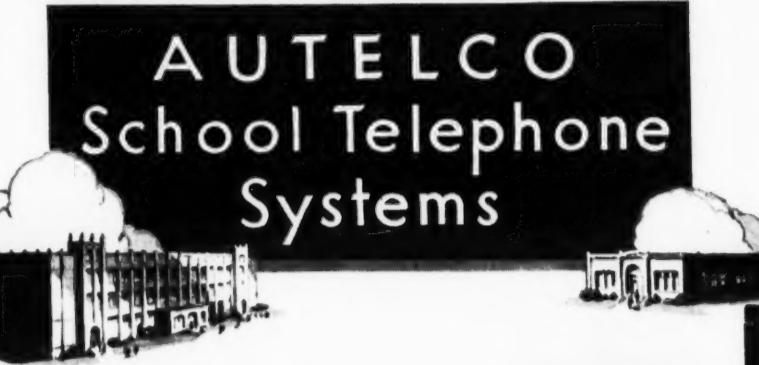


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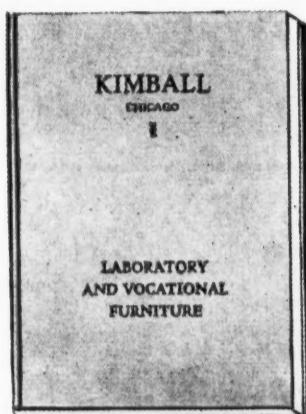
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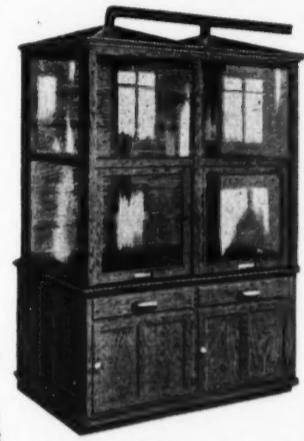
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## School Finance and Taxation

### CHICAGO SCHOOL BOARD ADOPTS NEW BUDGET

The Chicago board of education has adopted its 1934 budget amounting to a total of \$71,356,028, which is a reduction of \$193,673 from the appropriation for 1933. The saving was made despite the inclusion of funds for three junior colleges to be added to the school system, and a \$4,773,500 increase in building appropriations.

The largest single cut in 1934 expenditures was made in the educational fund, where \$5,194,690 was cut from the 1933 estimate. A continuation of the 15 per cent basic pay reduction already in effect, and a nine-month school year instead of a ten-month year, accounted for the major part of the saving.

The major increase in the 1934 budget came when the board voted to expand the school-building fund by \$4,773,500 to complete five high schools now being constructed. Of this amount, \$1,320,000 is being paid by the Federal Government.

### THE FINANCING OF SPECIAL ACTIVITIES

The school board of Spencer, N. C., has voted to solicit funds from the patrons of the local community to carry on the music program in the schools. The action was taken because of the fact that the state does not pay supervisors or special teachers. During the past year, the teachers coöperated with the superintendent of schools in performing extra service through the carrying on of extracurricular activities as in the past.

During the year, high-school music was financed through tuition fees. This included glee club, band, orchestra, piano, and violin music. The elementary-school music was maintained by placing the music supervisor in a homeroom and by having her do departmental teaching in music throughout the grades. All work which the supervisor could not perform was undertaken by other teachers qualified to teach music in addition to their special subjects.

A secretary and an assistant librarian have been provided for the schools through CWA funds. The parent-teacher association finances the services of a secretary for the superintendent's office.

The purchase of motion-picture films has been financed through the giving of plays, operettas, carnivals, and the like.

### FINANCE AND TAXATION

♦ The serious situation concerning the state statutory aid for education in New York state has caused Dr. George J. Ryan, president of the New York City board of education, to issue a warning that, unless additional funds are forthcoming, the schools will face the possibility of closing in the spring of 1935. He insists that full state aid for education is the most vital issue confronting the city's schools at the present time.

Dr. Ryan called attention to the fact that the New York City schools are now operating on a budget of about \$22,000,000 less than the sum available in 1932. He declared that the seriousness of the financial situation must be brought home to the parents and citizens generally in order that they may impress upon the legislature the necessity for granting state aid in the full statutory amount.

♦ Cleveland, Ohio. The school board has adopted a budget of \$15,206,365 for the school year 1934-35, which is \$38,907 more than the estimated revenue for the year. Of the total amount under expenditures, \$3,319,010 has been set apart for debt service. The remaining \$11,887,365 is divided into the four major divisions of headquarters, salaries, maintenance, and fixed charges.

♦ Atlanta, Ga. Mayor Key, in approving the school budget for 1934, made a strong protest against reductions in teachers' salaries and against "petty despotism" which he charged prevails in the school department. The budget appropriates \$2,746,085 for the operation of the schools during the next year, but includes salary reductions graduated from 4 to 30 per cent for 1,900 school employees.

♦ New Philadelphia, Ohio. The board of education recently voted to close the schools on May 18, at the end of an eight and one-half months' school term, due to an anticipated deficit of \$13,000 in its operating budget. During the depression, the school board kept the schools in operation, with no reduction of the teaching staff and without a curtailment of the curriculum. The salaries of teachers during the period were reduced approximately 19 per cent in order to effect a cut in the salary item.

♦ Columbus, Ohio. The school board has received bids on a \$100,000 loan which it is seeking to obtain from one of the local banks.

♦ Chicago, Ill. Sharp increases in appropriations for business administration in the \$71,000,000 budget for 1934 are proposed by the board-of-education budget committee. The budget provides an appropriation of \$857,756 for business administration, or \$113,286 more

than was appropriated last year. The appropriation for educational administration was cut from \$533,863, in 1933 to \$428,068 in 1934, or a reduction of \$105,795.

♦ Mr. E. J. Arnold, superintendent of schools at Nelsonville, Ohio, has been appointed as chairman of a special committee which seeks to solve the problems of weak school districts in the state. School officials in the several school districts have organized to protect their interests and the interests of the schools in connection with proposed school legislation to be introduced in the Ohio legislature.

♦ Birmingham, Ala. The board of education and the city commission have come to an agreement on a plan of meeting the city's financial needs until January 1, 1935. Under the new plan, the board of education will provide a maximum of \$350,000 to care for the city's maturities of general bonds and interest. The sale of \$350,000 of refunding bonds to the board of education has been decided upon as one method of handling the financial situation. The situation has been attributed to the uncertain state of the bond market. It is the first instance of a board of education which has been able through careful handling of its funds to come to the aid of the municipal government.

♦ Mt. Vernon, Ohio. The school system has emerged from the depression without the elimination of a single school activity, and without the necessity of closing any of the schools. As a means of economy in operating expenses, the teachers took a 5 per cent cut in salaries, and a similar reduction was made in other operating expenses.

♦ Mt. Vernon, Ohio. At the suggestion of Supt. A. W. Elliott, the board of education in 1929 placed the school finances on an actuarial basis. As a result of the plan, the teachers' salaries have been paid promptly, all bonds have been retired when due, and all school activities have been maintained on the 1929 level. A reduction of 5 per cent in salaries and other operating expenses was made since 1929.

♦ The Federal Government at Washington will advance a maximum of \$12,372,650 to keep the rural schools open in seventeen states until the end of the term.

♦ Newport, Ky. The school board has made application for a loan from the Federal Government to aid in the erection of a new grade school.

♦ Dr. A. F. Harman, state superintendent of public instruction of Alabama, has given warning of the probable wholesale closing of the state's rural schools, following the announcement that the federal grant had been reduced from \$2,000,000 to \$1,000,000.

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## For Economy's Sake—INSIST on AN-DU-SEPTIC

♦ The Michigan state administrative board has voted to advance \$5,000,000 to the emergency school fund in order to avert the imminent closing of schools in districts where the school revenues have been exhausted. The money, which is to be taken from the general fund, is to be paid in at the rate of \$1,000,000 a month for the months of March, April, May, June, and July and repaid later from the usual school revenues. It was found that sales tax and liquor revenues up to the present time have been insufficient to provide a surplus for school use.

♦ Crockett, Tex. The school district kept on a cash basis during the past year despite a heavy delinquent tax. Through wise business management and strict economy, the school board was enabled to meet all salaries and current bills, and all bonds were paid promptly without the necessity of a loan.

♦ A National Citizens' Conference on Education was held April 5 and 6, at Columbus, Ohio. Among the speakers who spoke on the emergency in the schools, were Mrs. Franklin D. Roosevelt, Governor Paul McNutt of Indiana, Dr. John H. Finley of the New York Times, Dorothy Canfield, Senator Royal Copeland, Glenn Frank, Alfred E. Smith, Dr. George D. Strayer.

The conference emphasized the evil effects of reduced school programs resulting from lowered budgets, and directed attention to the emergency aid needed by states and local communities. Professional schoolmen participated in a variety of departmental meetings at which technical aspects of the reconstruction of educational services were discussed.

♦ Crystal City, Mo. The board of education in re-electing the teaching staff has voted to restore the 5 per cent salary cut in effect during the past year. The action was taken because of the improved financial condition of the schools.

♦ Cleveland, Ohio. The school board has adopted a tentative budget of \$15,206,365, which is the same as for last year, except for the maintenance item which has been cut from \$550,000 to \$250,000. Mr. McRea Parker, school director, estimated that it will cost \$338,000 to keep the school buildings in repair during the next school year.

♦ Los Angeles, Calif. The business department of the school board has begun a study to determine the approximate cost of the complete replacement of school buildings with semi-permanent bungalows. Mr. J. E. Byres, structural engineer for the board, declared that a preliminary study had indicated that temporary buildings for housing all students could be erected at a

cost well within \$11,158,000, the fund which is at present available to the board.

♦ Dr. E. P. Cubberley, of Stanford University, has recently announced the establishment of a trust fund, to be devoted to the improvement of education at Stanford University. The fund amounting to nearly \$400,000, represents the lifetime earnings of Dr. Cubberley, largely in the field of educational authorship. Among the contributions of the fund will be the erection of a building for the Stanford School of Education, and the endowment of a chair in school administration.

♦ Cambridge, Mass. Despite the recommendations of the mayor, the school board voted to adopt a budget of \$1,992,436 for the school year 1934-35. The new budget is \$113,000 more than the estimate for 1933-34 and means practically a dollar increase in the tax rate. The mayor had cited many items in which savings could be made.

♦ Bellingham, Wash. The school board's budget for 1934-35 calls for a total expenditure of \$440,998 for the year, as compared to \$319,354 for the year 1933-34. The budget includes an appropriation of \$30,000 for the restoration of the 10 per cent teachers' pay cuts.

♦ Kalamazoo, Mich. The school board has adopted a budget of \$1,141,979 for school purposes during the year 1934-35. The new budget provides \$813,470 for operating expenses of the schools and \$65,665 for the library system.

♦ Benson, Minn. The tax delinquency in Swift County has been estimated at approximately 30 per cent for 1933-34. The tax situation is attributed to the existence of a drought-stricken area during the past two years.

♦ Roxboro, N. C. A gymnasium is being built at the high school this year, under CWA auspices. The building will serve the community as a central meeting place, since no other means are available for a program at present.

### NATIONAL EDUCATION ASSOCIATION TO WASHINGTON

The National Education Association will hold its seventy-second annual convention in Washington, D. C., June 30 to July 6. The choice of Washington as a convention city meets a popular demand. Its convention facilities are excellent and its attractions are varied.

The Washington Auditorium will provide housing space for exhibits, registration, general sessions, and meetings.

### A STUDY OF THE COST OF SECONDARY-SCHOOL SUBJECTS

At the present time, a great many things are being said by school critics about the cost of school subjects. Some persons have contended that "frills" should be eliminated to cut down the cost of education. Are "frills" the most expensive subjects, or are they the least expensive?

Mr. F. O. Medsker, superintendent of schools at Alexandria, Ind., has recently prepared a report dealing with secondary-school subjects in Indiana, in which he shows that the high cost of secondary subjects is due to the small enrollment, or the high cost of equipment and supplies in some subjects, or again, the variation in salaries of teachers. For instance, in some subjects, such as home economics, industrial arts, and agriculture, the cost of instruction is high, due to the limitation of enrollment and the nature and variety of equipment. In other subjects, such as music, health instruction, etc., the cost is low because large groups are taught at one time in one room.

In 26 cities and towns enrolling 12,086 pupils in 1932-33, there was a distinct decrease in the subjects taken per pupil. In 1931-32, the number of subjects taken was 5.92 per pupil, and a year later 5.19, or a decrease of 12.3 per cent.

In the matter of teacher service, Mr. Medsker, indicates that there was a reduction of \$167,688 or 18.85 per cent, in the cost of this service during the two-year period, 1931-32 to 1932-33. Part of the reduction was due to the elimination of teaching positions and part was attributed to reductions in salaries. The largest reductions in cost were made in the subjects of health, music, agriculture, social science, and physical training.

In instructional supplies for pupils, it was noted that the total cost was reduced from \$22,466 in 1931-32 to \$20,126 in 1932-33, or a saving of 10.77 per cent. Here again, the largest reductions were effected in health, music, social science, and art. In the matter of subject costs, it was indicated that the largest cost in percentage during the year 1932-33 was 15.87 per cent in English, 13.79 in social science, and 10 per cent in mathematics, industrial arts, and commercial subjects. The rank of the subjects according to cost was as follows: First, English; second, social science; third, mathematics; fourth, industrial arts, fifth, commercial subjects; sixth, natural sciences; seventh, foreign languages; eighth, home economics; ninth, physical training; tenth, music; eleventh, art; twelfth, agriculture; thirteenth, health.

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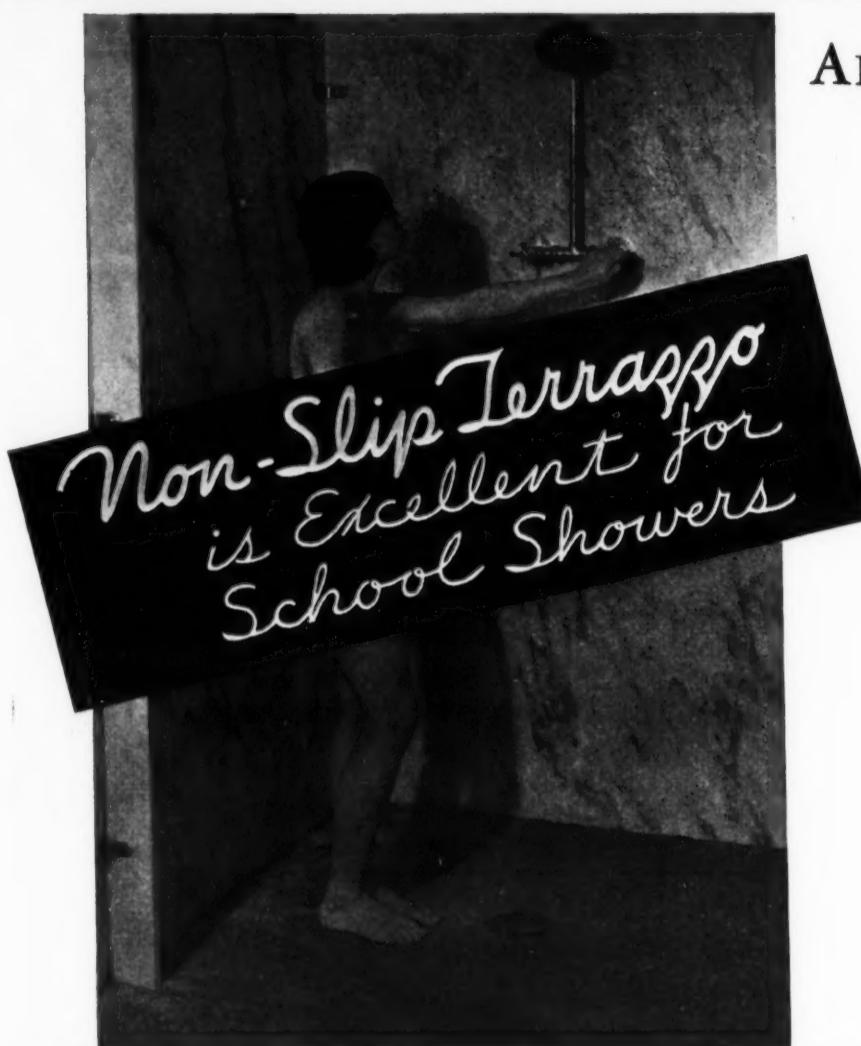
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## Personal News of Superintendents

• PHILIP E. PETRIE has been appointed supervisor of elementary schools at Monaca, Pa. Mr. Petrie will take over his new duties on July 1.  
 • SUPT. C. PAINE SHANGLE, of Bellingham, Wash., has been reelected for a three-year term.  
 • SUPT. C. A. RICE, of Portland, Oreg., has been reelected for a three-year term.  
 • DR. ORLIE M. CLEM, formerly professor of secondary education at Teachers College, Syracuse University, New York, has been elected superintendent of schools at Owego.  
 • MR. VIRGIL M. ROGERS, head of the schools of Gunnison, Colo., for the past six years, has been elected superintendent at Boulder. Mr. Rogers, who succeeds William V. Casey, was selected from a large list of prospective candidates for the position. He is a graduate of Wolford College, Spartanburg, S. C., and holds a master of arts degree from Western State College. He is at present completing his graduate work at Columbia University for a doctor of philosophy degree.  
 • SUPT. R. T. ALEN, of Cleveland, Tenn., has been reelected for another three-year term.  
 • SUPT. H. R. GOULD, of Eugene, Oreg., has been reelected for a term of three years.  
 • SUPT. HERBERT EVANS, of La Grande, Oreg., has been reelected for the next year.  
 • SUPT. S. H. THOMPSON, of Whittier, Calif., has announced his retirement at the close of his term on July 1.  
 • MR. E. T. FERRY, of Worland, Wyo., has been elected superintendent of schools at Greybull.  
 • SUPT. J. S. HILLIARD, of Estherville, Iowa, has been reelected for another term.  
 • SUPT. M. B. CANON, of Oakland, Nebr., has been reelected for another year.  
 • SUPT. H. L. NOVOTNY, of Beatrice, Nebr., has been reelected.  
 • SUPT. J. L. CAMPBELL, of Carthage, Mo., has been reelected for a sixth term.  
 • SUPT. EMIL ESTENSON, of Buhl, Minn., has been reelected for a sixth term.  
 • JOSEPH O. FERGUSON, 57, superintendent of the Milltown High School at Milltown, Ind., died suddenly at his home on March 15, following an attack of heart disease.  
 • MR. F. S. ATTINGER, supervising principal of schools at Selinsgrove, Pa., has been reelected for a three-year term.  
 • SUPT. H. W. GODFREY, of Waseca, Minn., has been reelected for a fourth year.  
 • SUPT. W. C. KRUEGER, of Oconomowoc, Wis., has been reelected for another year.  
 • SUPT. H. M. CORNING, of Colorado Springs, Colo., has been reelected for a three-year term.  
 • SUPT. L. N. NEULEN, of Camden, N. J., has been reelected for a three-year term.

- W. W. HAGGARD, superintendent of the township high school, Joliet, Ill., has been reelected for another year.
- SUPT. FRED D. WISH, JR., of Hartford, Conn., has been reelected for a new three-year term.
- MR. ROBERT D. GREGG, formerly principal of the LaFayette and Chopin Schools, Chicago, Ill., has been appointed special assistant superintendent of schools, to succeed Frederick J. Lane, deceased. Mr. Gregg is a graduate of Dennison University and recently completed an advanced course in business administration at the University of Chicago. He has been a principal in the Chicago schools since 1926.
- SUPT. H. E. WRINKLE, of El Reno, Okla., has been reelected for a fifth term.
- SUPT. I. J. DECK, of Crockett, Tex., has been reelected for a three-year term.
- MR. L. V. PHILLIPS, formerly principal of the Lincoln High School at Vincennes, Ind., has been elected president of the Indiana Teachers' College at Terre Haute.
- SUPT. C. J. CHRISTIANSEN, of Clarion, Iowa, has been reelected for a three-year term.
- SUPT. W. G. PENCE, of Fairfield, Iowa, has been reelected for the next year.
- SUPT. F. R. ADAMS, of Marshall, Minn., has been reelected for another year.
- SUPT. E. J. SWEENEY, of Shakopee, Minn., has been reelected.
- SUPT. A. C. HUSELID, of Stephen, Minn., has been reelected for a fifth term.
- SUPT. J. G. MOORE, of Fargo, N. Dak., has been reelected for another year.
- SUPT. E. G. GRANNERT, of Lyons, Kans., has been reelected.
- IVAN NOBLITT, of Taswell, Ind., has been elected superintendent of schools at Milltown, to succeed the late J. O. Ferguson.
- SUPT. C. H. MOORE, of Clarksville, Tenn., has been reelected for a third term.
- MR. M. L. JONES, of Whiteville, Tenn., has been elected superintendent of schools at Humboldt.
- ROY ELDREDGE, acting superintendent of schools at Western Springs, Ill., has resigned in order to accept a position with the Laidlaw Publishing Company.
- SUPT. S. J. HANSEN, of Benson, Minn., has been reelected for the school year 1934-35.
- SUPT. E. H. NELSON, of Tama, Iowa, has been reelected for another year.
- SAMUEL GAISER, of Cheney, Wash., has been elected superintendent of schools at Vancouver.
- DR. WILLIAM H. SMILEY, 80, superintendent-emeritus of Denver, Colo., died at his home on March 14, following a brief illness of heart trouble. Dr. Smiley's entire life was dedicated to the teaching profession. He went to Denver as principal of the Jarvis School in 1883. In 1912 he was made superintendent of the Denver schools. In 1924 he was appointed superintendent-emeritus. Dr. Smiley was graduated from Harvard University and held degrees given by the University of Denver, Colorado University, and Colorado College.
- SUPT. RALPH IRONS, of Evansville, Ind., has been reelected for a five-year term.
- S. B. GODBEY, 53, superintendent of schools of Lincoln County, Ky., died in a Danville hospital on March 17.
- SUPT. M. O. KRABILL, of Louisville, Ohio, has been reelected for a two-year term.
- MR. RALPH H. WATERHOUSE, formerly assistant superintendent of schools of Akron, Ohio, has become acting superintendent, following the resignation of T. W. Gosling.
- DR. A. W. ELLIOTT, superintendent of schools at Mount Vernon, Ohio, will teach classes in school administration during the coming summer session of Wittenberg College. The work is arranged on a graduate level.
- MR. JACK M. LOGAN has been reelected as superintendent of schools at East Waterloo, Iowa.
- MR. KARL KIEDAISCH has been reelected as president of the school board of Keokuk, Iowa.

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See how evenly this dispenser measures soap. Just enough...no more. That is why "Measured Soap Service" is reducing soap costs 30% to 40% in many schools. Investigate it!

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DO YOUR students "jab" at the soap dispenser three or four times...mess washbowls...waste much more soap than they actually use? Just look at the picture above. See how the new PALMOLIVE DISPENSER actually *measures* soap!

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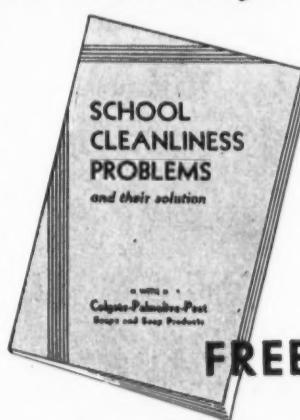
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**NEWS OF OFFICIALS**

- MR. G. C. MILLER has been elected secretary of the school board at Hull, Tex. He succeeds W. C. Morgan, who resigned.
- MR. C. W. MARSH has been elected president of the board of education at Muskegon, Mich.
- MR. E. R. MOORE, of Cedar Rapids, Iowa, has been re-elected as president of the board of education.
- MR. C. D. EVANS has been re-elected as president of the school board of Ottumwa, Iowa.
- DR. EDWARD F. STROHBEHN has been re-elected as president of the board of education of Davenport, Iowa.
- MR. CLYDE ECKHART has been elected a member of the board of education of North Manchester, Ind.
- DR. JOHN VANDERLAAN, 77, president of the board of education of Muskegon, Mich., died suddenly on March 10, following a stroke of paralysis. Dr. Vanderlaan was a graduate of the medical school of the University of Michigan and Hope College and had been a practicing physician for 50 years. He was interested particularly in educational affairs and was responsible for the establishment of the Muskegon Junior College.
- MR. C. T. WRIGHT has been re-elected as president of the school board of Des Moines, Iowa. Mrs. S. E. LINCOLN was re-elected as vice-president.
- MR. THOMAS McMILLEN has been elected president of the school board of Council Bluffs, Iowa. Mr. McMullen is serving his eighteenth year as a member of the board.
- MR. OSCAR C. HULL has been elected a member of the school board at Detroit, Mich.
- MR. E. W. NEWCOMB, MR. F. C. NELSON, and MR. A. WARREN NOVAK have been elected as new members of the school board at Roselle, N. J.
- DR. E. MORTIMER DUFFIELD has been re-elected president of the school board at Glassboro, N. J.
- CHARLES W. G. BAILEY, president of the school board of Rutherford, N. J., has been re-elected for another year.
- JOSEPH MONTGOMERY has been elected president of the school board of Cliffside Park, N. J.
- EDWARD A. LINSKEY, of Fairview, N. J., has been re-elected president of the school board.
- THOMAS S. TARANTO, of Wyckoff, N. J., has been re-elected president of the school board.
- MR. L. T. MORRIS has been elected president of the school board of Watertown, S. Dak.
- The board of education of Nelsonville, Ohio, has reorganized with the election of MR. D. B. LOWDEN as president, and MR. R. W. PARKS as clerk. Mr. Lowden is serving his second term as president of the board.
- MRS. R. A. CHITWOOD, who was recently elected president of the school board of Hot Springs, Ark., is the first woman to hold such an office.
- MR. FRED SHAW, president of the school board of Council Bluffs during the past year, was recently re-elected for another term as a member of the board.
- The board of education of Crystal City, Mo., has reorganized for the school year, with the election of MR. H. H. HANNA as president, MR. R. M. CONLEY as vice-president, and MR. J. C. HEDDELL, as secretary. The other members of the board are

MR. J. D. COOLIDGE, MR. WILLIAM DANKS, MR. E. E. BLAKE, and MR. JOHN DEGEARE.

• MR. JOSEPH N. MCPHAIL, a member of the school board of Clarkston, Idaho, died at the hospital on March 17, following a two weeks' illness.

• SUPT. G. B. FARRELL, of Oelwein, Iowa, has been re-elected for a three-year term.

• MR. J. J. JENNINGS has been re-elected as president of the board of education of Marshalltown, Iowa.

• HARRY P. PRATT has been re-elected as president of the board of education of Sioux City, Iowa.

• MR. E. C. MESERVEY has been re-elected as president of the board of education of Kansas City, Mo.

• MR. GEORGE H. KEENER has been elected president of the board of education of Colorado Springs, Colo.

• MR. CHARLES W. G. BAILEY has been elected president of the board of education of Rutherford, N. J.

• DR. J. W. O'CONNELL has been re-elected as president of the school board of Wakefield, Mass.

• MR. HARDIN BALE has been elected president of the board of education at Little Rock, Ark. Mrs. W. S. RAWLINGS was elected secretary.

• KAYWIN KENNEDY has been elected president of the board of education at Bloomington, Ill.

• SUPT. L. E. ADAMS, of San Bernardino, Calif., has been re-elected for a four-year term.

• F. U. WHITE, superintendent of schools at Galva, Ill., for 42 years, died at his home on April 13.

• SUPT. L. C. MARTIN, of Millersburg, Ohio, has been re-elected for a three-year term.

• SUPT. DEFORE CRAMBLITT, of Anacortes, Wash., has been re-elected.

• VIRGIL M. ROGERS has been elected superintendent of schools at Boulder, Colo.

• SUPT. N. CLARK, of Waterbury, Nebr., has been re-elected for another year.

• MISS FLORA J. COOKE, principal of the Francis W. Parker School, Chicago, for the past 33 years, will retire in June. Miss Cooke became head of the Parker School when it was opened in 1901.

• SUPT. W. S. SCHNEIDER, of Cohoes, N. Y., has been re-elected.

• SUPT. JOHN C. DIEHL, of Erie, Pa., has been re-elected for a four-year term.

• SUPT. J. B. RICHEY, of McKeesport, Pa., has been re-elected for another year. Mr. Richey has announced that he will retire in June, 1935. He will reach the retirement age of 70 next January.

• SUPT. W. O. CHASE, of Old Town, Maine, has been re-elected for a three-year term.

• MR. F. R. CALDWELL, of Paoli, Ind., has been elected superintendent of schools at Mooresville.

• SUPT. J. F. BEMILLER, of Galion, Ohio, has been re-elected for another year.

• SUPT. C. K. REIFF, of Oklahoma City, Okla., has been re-elected for another year.

Six thousand yards of Armstrong's Linoleum are brightening, quieting, and faithfully serving Mt. Pleasant High School, Schenectady, N. Y. Here is the Domestic Science Room.



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• MR. JOSHUA R. JOLLY, for the past 29 years connected with the school system of Baltimore, Md., has recently been appointed secretary of the board of education. Mr. Jolly, acting secretary since 1928, had previously held the offices of purchasing agent and second assistant secretary. (Personal News)

• MR. HERSCHEL SANDERS, of Martinsville, Ohio, has been re-elected for another year.

• SUPT. GEORGE GERKE, of Franklin, Ohio, has been re-elected for a three-year term.

• SUPT. H. B. BLACK, of Mattoon, Ill., has been re-elected for another year.

• F. A. MILLER, of Grant, Mich., who recently tendered his resignation as superintendent, has been awarded a fellowship in the school of education at the University of Michigan.

• SUPT. LARS HOCKSTAD, of Traverse City, Mich., has been re-elected for a two-year term.

• SUPT. J. W. HUNT, of Esther, Missouri, has announced his retirement, with the close of the school year in June. Mr. Hunt is retiring after the completion of thirty-one years of service.

• SUPT. CLIFTON C. PUTNEY, of Bridgewater, Mass., died at his home on April 14, following a brief illness. Superintendent Putney went to Bridgewater fourteen years ago as principal of one of the schools, and had been superintendent for the past ten years.

**WISCONSIN STATE SCHOOL-BOARD CONVENTION**

School-board conventions are popular in Wisconsin. There are conventions for single counties and for groups of counties. In addition to these meetings, which are carried from county to county, a state meeting of school boards and superintendents is held annually.

This year's meeting of the Wisconsin Association of School Boards and City Superintendents was held on April 20 and 21, at Milwaukee. President W. A. Taege, of Wausau, presided. An address of welcome was delivered by Waldemar C. Wehe, president of the Milwaukee board of education.

Among the principal subjects discussed were the following: The Reconstruction Program for Education, by O. H. Plentzke; Ethics for School Board Members, by Mrs. Elizabeth Mehan, of Milwaukee; Our Schools, by S. B. Tobey, Wausau; Financial Independence of School Boards, by T. M. Doar, New Richmond; Teachers' Salary Schedules, Fred W. Brau; So-called Fads and Frills, John T. Kendigan, Ashland; Priority of School Taxes, W. J. Sleeman, Superior; Real Economy in Education, Allen D. Albert; Legal Rights of School Boards, Joseph Martin, Green Bay.

W. A. Taege was re-elected as president. Other officers chosen are Dr. F. G. Tate, Rice Lake, first vice-president; W. J. Sleeman, Superior, second vice-president, and Mrs. Clara Dvorak, Muscoda, re-elected treasurer. T. J. McMahon, New London, was named vice-president of the City Superintendents.

Re-elected to the directors of the school-board group were Mr. Taege and Dr. E. T. Clark, Waupun, and Mr. Sleeman was chosen to succeed S. L. Prentice, Cornell, Mr. McMahon, Paul M. Vincent, Stevens Point, R. W. Bardwell, Madison, were elected directors of the City Superintendents' Association. Fred G. Bishop of Two Rivers was chosen president.

## YOU CAN'T EXPECT ORDINARY HOUSEHOLD FLOOR TREATMENTS TO STAND UP UNDER HEAVY FOOT TRAFFIC

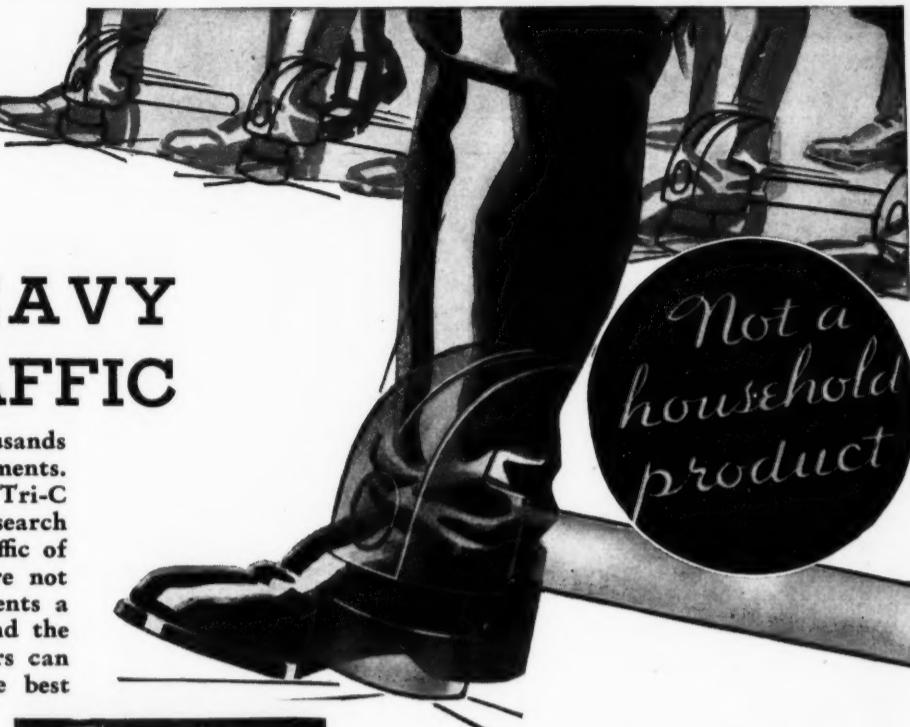
Large floor areas . . . subject to the daily pounding of thousands of hurrying feet . . . require special heavy-duty floor treatments. Ordinary household preparations can't stand the gaff. Tri-C Floor Treatments have been developed through years of research and practical experience to withstand the heavy foot-traffic of schools, hospitals and other public institutions. They are not adaptations of household products, nor are floor treatments a side-line with us. We make two types: Self-polishing and the kind that has to be polished. Our trained floor engineers can recommend *impartially* the treatment that will give the best results on your floors.

**CONTINENTAL CAR-NA-VAR CORP., 1851 National Ave., Brazil, Ind.**

BROOKFIELD, ILL., PUBLIC  
SCHOOLS PREFER . . .

The original varnish-gum and wax floor treatment combining the durability of varnish with the pliability of wax. Gives a beautiful, lustrous finish when polished. Out-wears wax 3 to 1. Non-slippery. Recommended where polishing equipment is available for best results in appearance and durability.

**CAR-NA-VAR**  
THE PERFECT FLOOR TREATMENT



### CONTINENTAL "18"

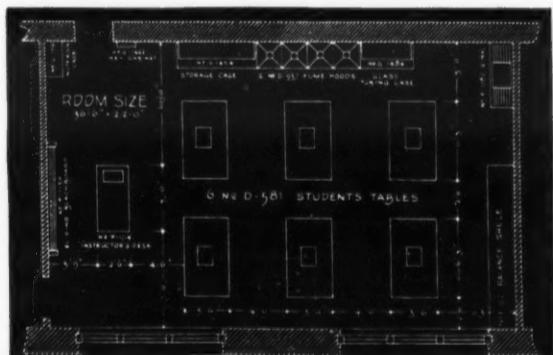
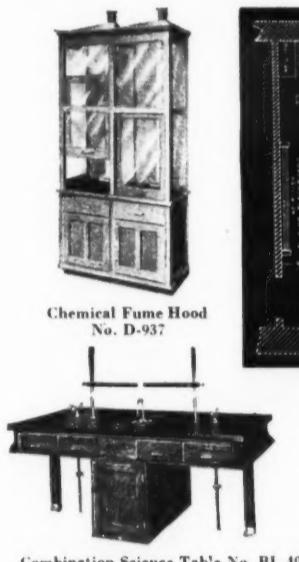
PREFERRED BY PULLMAN FREE  
SCHOOL, CHICAGO, ILL.

A "processed" emulsion of wax and gums that dries with a hard bright finish. Water-resisting. Non-slippery. Applied with a mop. Recommended where no polishing equipment is available and for maximum floor maintenance economy.



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Send for liberal experimental sample of Car-Na-Var (has to be polished) or Continental "18" (bright drying) . . . or both. See what these floor treatments will do . . . right on your own floors without cost or obligation.



CHEMISTRY LABORATORY PLAN A

### THIS MODEL CHEMISTRY LABORATORY PLAN SAVES SPACE — PROVIDES EVERY CONVENIENCE — PEDAGOGICALLY CORRECT — PROMOTES EFFICIENCY

Kewaunee has hundreds of model laboratory plans for every conceivable type of laboratory. These up-to-date plans are at the disposal of any school board or group authorized to buy laboratory furniture.

Should you wish your school laboratory classrooms modernized you may use any of our model floor plans or we will offer without charge or obligation the services of our engineering staff in assisting you or your architects in perfecting a space saving, efficient, pedagogically correct laboratory.

Many schools have found it highly profitable to use Kewaunee's Free Engineering Service. We invite your inquiry.

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Combination Science Table No. BL 40



Storage and Display Case  
No. BL-50

### You Can Take the Dependability of Peabody School Furniture for Granted

It performs its duty under the most strenuous and exacting service requirements — year after year — and is known for its ability to do this. For over 32 years this company has devoted its entire time and energy to providing quality desks and chairs . . . building them accordingly to scientifically correct posture design . . . as ruggedly as school desks and chairs have ever been constructed . . . in types, styles, sizes and finishes to meet every school seating and budget requirement. How well it has succeeded may be judged by the constant widening of its line and the specification of its products by the nation's finest schools.

We invite your request for details on Peabody Furniture.

**PEABODY SEATING COMPANY**  
North Manchester, Established 1902 Indiana  
Manufacturers of a comprehensive line of school  
chairs and desks.

We will be glad to know your requirements — and to make our recommendations.



No. 200 Steel  
Frame Desk

Write for  
catalog.

# LIQUA-SAN SAVINGS ARE MADE

## after the purchase



Not what you pay but what you get shows how well you buy. In the purchase of a liquid toilet soap, the experienced buyer looks for performance as well as price. His choice is inevitably one of the grades of Liqua-San, because of the true economy he finds in its use.

There is reason for the savings found in every gallon of Liqua-San. Only edible cochin coconut oil is used. All raw materials are given a searching analysis, and careful supervision in production eliminates all wasteful particles. The result is a mild, uniform liquid soap in which every drop cleanses.

Why not submit the soap you are using to the acid test of true economy. Use a similar grade of Liqua-San for 6 months; then compare costs with the previous 6 months. You will find the result illuminating—profitable.

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## A POLICY FOR USING SCHOOL BUILDINGS FOR OTHER THAN SCHOOL PURPOSES

(Concluded from Page 30)

### Permit

The use of the building, as requested in the appended Application Blank, is hereby granted to .....

Name of Organization represented by .....

Name of Person Receiving Permit

in consideration of the agreements and conditions therein contained, and the payment of \$....., the receipt of which is hereby acknowledged.

Signed:

Principal, .....

Name of School

Date issued:

193.....

### Janitor's Report

N.B. The janitor in charge will report on the following items:  
 1. Hour building was opened? .....  
 2. Hour building was vacated? .....  
 3. Hour building was closed? .....  
 4. Approx. number present? .....  
 5. Was the performance or meeting well governed? .....  
 6. Were any indecent, immoral, or unpatriotic acts committed? .....  
 7. Was smoking permitted in the auditorium or classroom? .....  
 8. Was drinking of intoxicants allowed? .....  
 9. Were persons under the influence of liquor admitted to the building? .....  
 10. Was food, candy, or soft drinks sold? .....  
 11. Was whistling and boisterous applause or conduct suppressed? .....  
 12. What parts of the building were used? .....  
 13. What property damage or shortage, if any? .....  
 193.....

Date of Report Janitor in charge of building  
(Further comments may be made on the reverse side of this Blank.)

### TEACHERS AND ADMINISTRATION

♦ Dr. Emil Altman, chief medical examiner of the New York City board of education, who recently made a statement in a newspaper interview, that 1,500 teachers were "mentally or emotionally unbalanced," has denied the statement in a formal explanation sent to the board. Dr. Altman said that he did not mean to imply that any of the teachers were insane in the sense in which the layman understands this word, but rather that they were emotionally unstable and unfit for teaching duties. He further stated that if there were any insane teachers in the system they would have been discovered and removed immediately.

Dr. Lawson G. Lowery, chairman of the New York City Mental Hygiene Committee and the Welfare Council Mental Hygiene Section, has suggested that the situation in the New York City schools could be cared for if they had a psychiatrist member to examine teachers periodically to find those who are sufficiently maladjusted emotionally so that they are unfit to mold the personality patterns of children. He declared that while these teachers are by no means dangerously unbalanced or insane, they are incapable because of the absorption in their own mental stresses of making the necessary psychological liaison of understanding and sympathy with their pupils. Most nervous children, he said, are the product of the management given them in school or home, and nervous parents or teachers may cause nervous children.

♦ Chandler, Okla. The school board recently voted to reappoint every member of the school faculty for the school year 1934-35, with a slight increase in salary. It was decided to employ three additional teachers to

take care of an increase in the enrollment. All teachers will be paid in full without a discount of any salary warrant.

♦ Newton, Mass. The new "markless" marking system recently put into operation in the public schools has won the approval of parents and teachers. Supt. John Lund, who sent out a questionnaire to all grade- and junior-high-school teachers, has reported that parents have indorsed the new system, and that some had visited the school and expressed verbal opinions of the plan. A total of 1,432 letters were received from parents indorsing the system.

♦ The state education department of Arkansas has approved applications of 335 rural-school districts, for teacher-employment aid under the FERA. The plans call for the financing of the remainder of a normal school term.

♦ Jonesboro, Ark. The voters have approved an 18-mill school tax for general school purposes.

♦ Professors Everett Dean and George E. Schlafer, of Indiana University, have begun a study of achievement records in physical education, under the direction of the state education department. The material for the study will be obtained from questionnaires sent to schools in all parts of the state. The results of the study will be of considerable help to teachers of physical education.

♦ Sayre, Pa. Under the direction of Supt. Horace H. Beach, plans have been completed for a reorganization of the high school and grades seven and eight into a junior-senior-high-school organization. The present teachers who lack junior-high-school training and who do not possess college certificates, will attend a summer school in preparation for their new work.

♦ An adult-education program has been put into operation in the Union School District of Concord, N. H., under the direction of Charles W. Walker. The program is being carried out with a faculty of 45 full-time paid teachers and 40 volunteer teachers. Approximately 130 different subjects are offered for the benefit of unemployed persons and for those who desire to make profitable use of their leisure time.

♦ Springfield, Mass. A new procedure for the selection of teachers in the city schools has been prepared by Supt. John Granrud. The plan calls for the selection of an advisory committee to work with the superintendent in passing upon the qualifications of applicants for teaching positions. Efficiency alone will be the deciding factor in the selection of teachers. All substitute teachers will be placed on an eligible list to be established by the superintendent, and this list will be made up of satisfactory substitutes who will be called to fill temporary vacancies.

PRINCIPAL'S MONTHLY REPORT			
On the use of school buildings for other than school purposes			
Teaneck, New Jersey			
For the month ending 19			
School	Principal		
Classification	No. Permits Issued	Amount Collected	Amount Re-refunded
Group I			
Group II			
Group III			
Total			

Appended hereto are STORIED RECEIPTS authorizing the amount refunded above.

P. 13a

BOARD OF EDUCATION to

JANITOR SERVICE For other than school purposes Dr.

Name of School Address

A fee of \$2.50 will be paid by the Board of Education for each period of service.

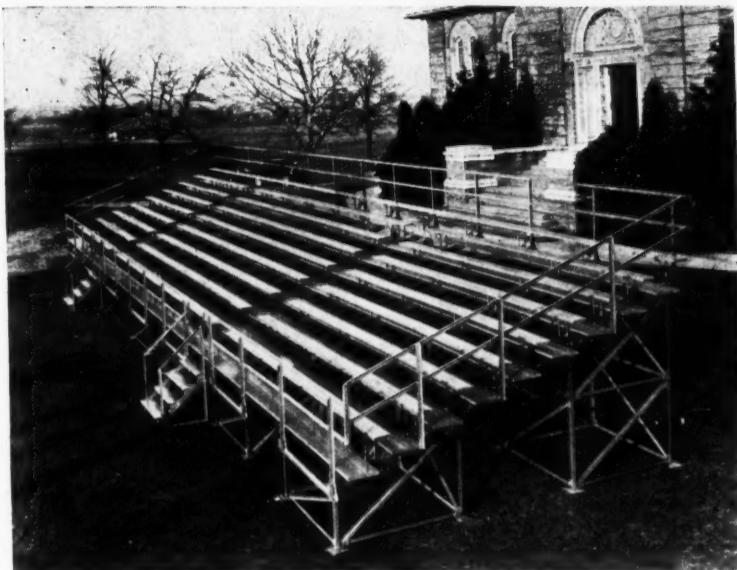
Service Class	Service Period	No. of Periods	Amount Due
Group I			
Group II			
Elections			
Total			\$

I hereby certify that the listed services have been rendered and that \_\_\_\_\_ hours of service time were rendered after midnight on election night for which \_\_\_\_\_ is justly due and owing in addition to the total amount billed herewith.

Approved by Janitor

F. 11a

19



## The New Wayne "Type G" Steel Portable Grandstand

*The Solution To Your Outdoor Seating Problem*

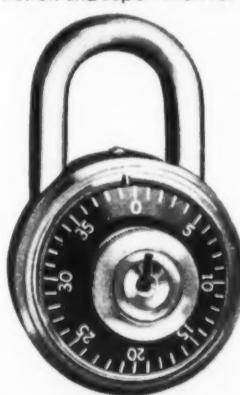
THE most practical, safe and economical grandstand for your athletic field. Make plans now for adequate seating facilities for Fall football. Write for descriptive literature and prices.

**WAYNE IRON WORKS**  
*Pioneer Manufacturers of Steel Portable Grandstands*  
WAYNE, PENNA.

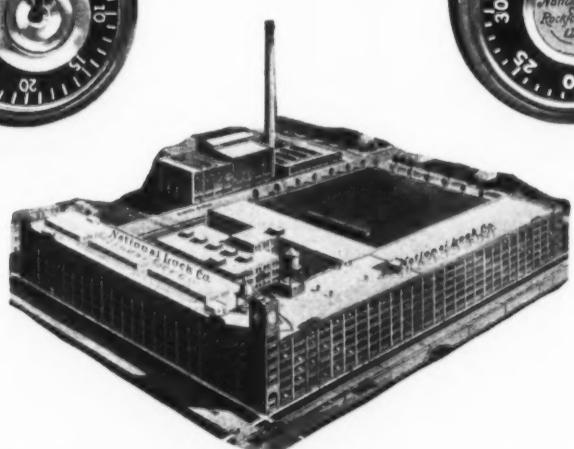
## ROCKFORD COMBINATION SHACKLE LOCKS

Rockford Shackle Lock No. 264, shown below, can be master keyed in series with other Rockford School Locks by a paracentric type key. This simplifies lock administration and supervision for school officials.

Rockford Shackle Lock No. 265, shown below, is recommended wherever a keyless system is desired. When shackle is inserted, the dial spins, eliminating any clue to the last number of the combination.



Rockford Shackle Locks have the self-locking feature. Insert the shackle - the lock is locked. To open, it is necessary to dial the combination. Illustrations are two-thirds actual size. Write for information about the advantages of Rockford Series of School Locks.



*National Lock Co.  
Rockford, Illinois*

MUST  
CHILDREN  
BE  
PROTECTED

?



**Every  
taxpayer votes YES**

You can always feel a sure confidence in your accomplishment and its effect upon the public when you install a Cyclone Fence. Adequate fencing reduces traffic casualties, prevents trespassing, and discourages vandalism. It saves the teachers much worry and simplifies direction and discipline. Cyclone Fence with its long life and attractive appearance satisfies every requirement for school and playground protection. Its original cost is small compared with the grief surrounding a single accident.

When you plan fencing, and there is no better season than right now, do not fail to learn of Cyclone Fence endurance. Manufactured by a company with 47 years of quality fence building experience.

Cyclone Fence may be erected by factory trained experts and we welcome an opportunity to study your fence needs with you. Address Dept. AS for catalog.

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*Branches in Principal Cities*

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*Pacific Coast Division*

STANDARD FENCE COMPANY, General Offices, OAKLAND, CALIFORNIA

*CYCLONE is not a "type" of fence but is fence made exclusively by CYCLONE FENCE COMPANY and identified by this trade-mark.*

**Cyclone Fence**  
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WIRE or IRON





**EVANS**  
"Vanishing Door"  
WARDROBE

Class J  
equipped with either  
"Floor" type (as illus-  
trated) or "Jamb"  
type hinges. This is  
Class D wardrobe if  
made with flush doors.

### CLASSROOM WARDROBES

**High in Quality — Low in Cost**

This type occupies a recess flush with the wall. Plaster back and ends. No partitions, but with mullions between pairs of doors. Wire mesh ceiling. Blackboards if required.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building.

Wardrobes are furnished complete in the knock-down, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

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STEWART for ECONOMY**

Children's immediate interest is always on one thing—play. Appreciating that humanly childish trait you naturally feel obligated to afford every possible protection against thoughtless dashes into the street. Fence—and only Fence solves this problem satisfactorily.

Stewart Iron and Chain Link Wire Fence afford structural advantages that are decidedly exclusive with Stewart. Investigate before you buy.

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WOOD FLOORS

A simple, economical way to lay standard tongue and groove WOOD FLOORS without nails, wood sleepers or mastic. Employs special metal channels instead of wood sleepers and a cleverly designed metal clip instead of nails. Costs no more!

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Knapp Bros. Mfg. Co.  
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CHICAGO

### National School Desks Have Proven Their Worth



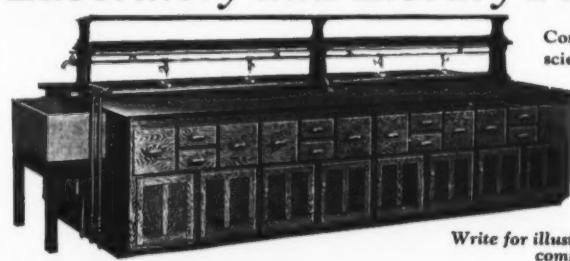
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Adjustable  
Desk

National Desks are designed and constructed with the health of the child in mind. The durability of the desks and seats, and the adaptability of the desks to proper room layout and seating arrangements are also carefully and scientifically considered and included. Write us for complete seating catalogue.

**NATIONAL  
SCHOOL EQUIPMENT COMPANY**  
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scientifically constructed  
for durability. Specifica-  
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quest, without  
obligation.

Write for illustrated catalog of the  
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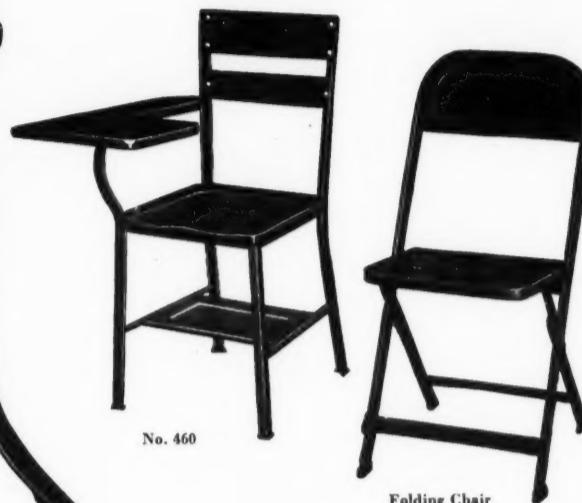
**LEONARD PETERSON & CO., INC.**  
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## FOUR LEADERS in The Columbian Line



On April 17, 1934 the Detroit School Board selected the Columbia Movable Desks for its present requirements of 2,300. This makes

48,424 Columbia Desks in the Public Schools of Detroit. And 12,420 in the suburbs and towns in the immediate vicinity, making a total of 60,844 in the Detroit District.



These are but a few of the popular designs in the Columbian line. Write for copy of our catalog completely describing these and other models.

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**PRINCESS** *Sant Steel*  
THE QUEEN QUALITY DESK

A most beautiful desk. The culmination of 34 years of effort.

### EDUCATIONAL LEADERSHIP: A HISTORICAL VIEW

(Concluded from Page 17)

nineteenth century, when the superintendency was in a more formative stage than it is at present. The value of and the manner in which educational leaders of the type desired can be secured has been made clear through this experimentation. The administration of schools has become a profession which attracts men of personality with intellectual and executive ability and experience. The presence of an increasing body of men who are professionally qualified makes possible the selection and retention of able educational leaders and makes inexcusable practices which existed in the nineteenth century. The necessity of enjoying the services of the most able individuals is further increased by the fact that our social order is in perceptible process of change. This evolution places upon the superintendent peculiar, special and emphasized responsibilities for the direction and interpretation of the evolving social order and of the education therein and for the most efficient utilization of the educational services provided.

### SUPERVISION AND ADMINISTRATION IN THE SMALL SCHOOL SYSTEM

(Concluded from Page 21)

study halls, showing pupils how to study, and in becoming more systematically and sympathetically acquainted with individual pupils. Many school systems can retain and further develop their efficiency by so organizing that teaching and administration do not become too greatly separated. When teachers participate in administrative activities and administrators and supervisors have teaching duties there is a better understanding on the part of all. No one phase of education is set over against or superior to another and efficient work moves forward along all fronts.

### WHO WILL PAY THE FEDERAL AID?

(Concluded from Page 24)

population within its borders; yet it is credited with only .4 of 1 per cent of the federal tax receipts. If these states produced tobacco or if their cities contained the main offices of large corporations they would be listed with larger federal tax payments.

From the brief analysis of the sources of the Federal Government's tax revenues and the consideration of the incidence of the various federal taxes, it seems reasonable to conclude that the residents of all states pay the federal tax revenues directly or indirectly, and that much of the revenue paid indirectly is collected in and credited to states outside the residence of those who carry the immediate burden. Under modern conditions of economic integration which have increased greatly the interdependence of various sections and have permitted urban areas to derive a considerable part of their wealth and consumer's goods from other areas, it is short-sighted if not fallacious to attach much significance to the federal tax collections credited to specific states. If adjustments of the federal taxes credited to the various states could be made to take care of the indirect revenue payments made by the residents of other states, it is entirely likely that the residents of each state would be found to contribute toward the activities of the Federal Government in the ratios of their respective populations and wealth.

### THE SCHOOL BOARD LOOKS FOR A SUPERINTENDENT

(Concluded from Page 28)

this avenue is an invaluable aid in pupil classification, promotion, and progress, while at the same time the educational tests serve as supervisory checks against the work the teacher herself is doing. The superintendent may be expected to possess

Superintendency Rating Scale

Training in:	Perfect Score	Candidate No. 1	Candidate No. 2	Candidate No. 3
Methods	10			
Educational psychology	10			
School management	15			
Supervision	15			
Curriculum	15			
Testing	10			
<hr/>				
Score on:				
Personality and Character	15			
Experience	10			
Total	100			

### OUTLINE OF FORM FOR RATING SUPERINTENDENCY APPLICANTS

the knowledge and the skill to pick the proper test to use and to supervise the statistical tabulation and use of the results. These records are now given as much significance as the ordinary teacher records of classroom work.

The character and personality, already referred to, is a *sine qua non* in the executive head of even the smallest school. If the candidate has had experience in a principalsip or a superintendency, the honest judgment of his board of education will disclose the chief elements of strength and weakness. The average letter of recommendation is of little value here, but a heart-to-heart talk with both his friends and enemies will disclose the true facts.

### An Objective Rating Scale

It would assist boards in the selection of a superintendent, if they would use some form of objective rating device. The many candidates can be scored alongside of each other and a more certain conclusion derived. The above scale is only a suggestion for a device.

The members of the school should agree upon a score for personality and character, after a personal interview, or careful investigation of references. Experience would be rated as to the amount, kind, and success.

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Architect

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**STRENGTHENING THE SCHOOL BUILDINGS OF CALIFORNIA**

Why this sudden agitation about unsafe school construction? Is it something new? Why are school buildings only being investigated? These and many other questions are answered in a talk given recently before the California Public-School Business Officials by Mr. W. G. Corlett, consulting architect and engineer of the public schools of Oakland, California.

Commenting on the subject of safe school construction, Mr. Corlett said that the present agitation and activity is part of a general movement toward earthquake-resistant construction which began in 1933 and which has gone forward since that time. Mass apathy has been overcome in the preparation and enactment of laws and regulations requiring greater safety in the design and construction of schools in the state. Since the Santa Barbara earthquake in 1925, definite scientific progress has been made along certain lines toward the desired end. Universities, technical and scientific societies, geologists, and seismologists, insurance and other financial interests, have carried on the work.

School authorities in this direction are faced with a serious and sudden problem. Because of the definiteness of the new law, school buildings are the principal subjects of investigation. This creates the impression in the minds of the public that bad construction is confined to school buildings. It is not true that unsafe construction is limited to school buildings but it is true that great damage was done to certain schools in the locality of the earthquake. Tall buildings and industrial structures in many cases suffered less than did school buildings, but schools with their large classrooms, large window openings, gymnasiums, auditorium, and cafeteria differ from other types of construction and were particularly subject to damage.

Attention was called to the fact that the occurrence of earthquakes is a possibility which always exists, like storms and floods, and they are the inevitable consequence of the operation of nature's laws. This calls for added attention to the safety feature in school buildings, involving the safety of the lives of children sent to the schools, the removal of hazards which lie in the buildings themselves, more attention to the design of buildings, to the adjustment of the vertical load, and provision for security against the force of earthquakes.

Mr. Corlett cited certain defects in school buildings and explained how these may be corrected or eliminated in the direction of greater safety and protection against serious damage.

**FEDERAL FINANCING OF SCHOOL-BUILDING CONSTRUCTION**

Up to March 27, 1934, the Federal Government had approved 1,124 school-building projects under PWA auspices. Boards of education had made application through the state advisory boards for 2,337 projects, amounting to \$244,869,776. The Federal Government had made grants of only \$6,441,089, and loans and grants amounting to \$74,989,982. The total expenditures to be made amount to \$102,496,788.

**SCHOOL-BUILDING CONSTRUCTION**

During the month of March, contracts were let for three new school buildings, involving a total expenditure of \$274,379. Five projects for additional school buildings were started, involving an expenditure of \$543,018.

In 37 states east of the Rockies, Dodge reports contracts let for 254 educational buildings of 1,264,100 square feet area. The total contracts amount to \$8,829,100.

**SCHOOL-BOND SALES**

During the month of March, school-bond sales for new school-building construction in the amount of \$2,907,820 were reported. Refunding and short-term bonds and miscellaneous bonds in the amount of \$1,248,575 were reported.

The largest amount of bonds issued were: Massachusetts, \$350,000; Minnesota, \$213,490; Connecticut, \$218,540; New York, \$592,210; Oregon, \$295,000; Pennsylvania, \$857,770; Rhode Island, \$240,770.

**BUILDING NEWS**

♦ Chicago, Ill. The board of education has approved plans for the reopening of three junior colleges in different sections of the city. Under the plans, 145 new teachers will be employed at an aggregate salary cost of \$175,000. The cost of operating these schools will reach \$200,000 per year.

♦ Reading, Pa. The school board has received bids for the construction of the Northeast Junior High School, to cost approximately \$1,000,000.

♦ Washington, D. C. The board of district commissioners has awarded the contract for the construction of the Woodrow Wilson High School, which is to cost \$1,043,000.

♦ Los Angeles, Calif. The school board has voted to appoint a reviewing commission to pass on architectural and engineering problems connected with its new school-reconstruction program. Mr. Paul E. Jeffers, a structural engineer of the board, will head the commission, which is to consist of two more qualified persons. The board voted to take measures for fireproofing the tent bungalows now in use pending the completion of the reconstruction work.

♦ Du Bois, Pa. The school board has approved a building project, calling for an addition of six rooms and a gymnasium to the present high school. The work will be conducted under PWA auspices.

♦ Claremont, Calif. The high-school district recently voted \$19,000 for the remodeling of the old part of the high-school building to meet the state requirements for earthquake resistance. More than a year ago, \$148,000 in bonds were voted for new school-building construction.

♦ Fort Wayne, Ind. Supt. M. J. Abbott recently outlined for the board of education a program of repairs and replacement of school buildings. The program calls for roof repairs, painting of metal work, outside painting, putty work, and repairs and replacements to boilers.

♦ St. Louis, Mo. The board of education has received an approval of appropriation of \$9,000 for the preparation of plans for three new schools. The board has received approval for a loan of \$2,000,000 and a grant of \$600,000 for the construction work.

♦ Fort Worth, Tex. The school board has begun a restudy of the \$4,000,000 school-building program in order to bring the cost within the budgets for the various building projects. The board ordered \$30,000 cut from the cost of the first six projects.

♦ Aberdeen, Wash. The school board has adopted a tentative budget of \$272,488 for the school year 1934-35, which is a reduction of \$22,071 from the estimate of 1933-34. The budget shows an increase in the salary item from \$171,700 to \$172,130.

♦ Norwalk, Ohio. Six school buildings have been re-decorated under CWA auspices.

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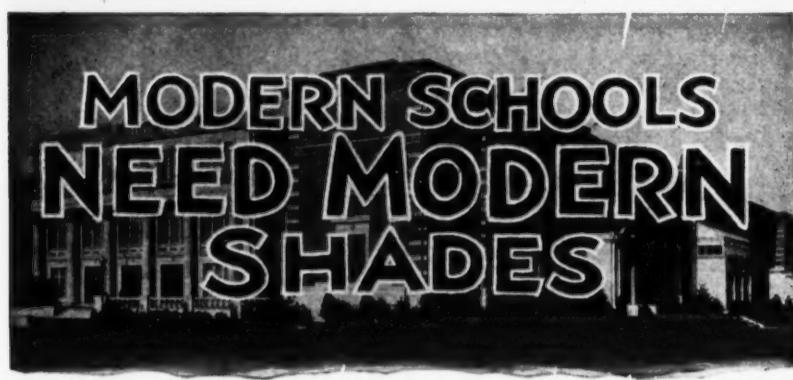
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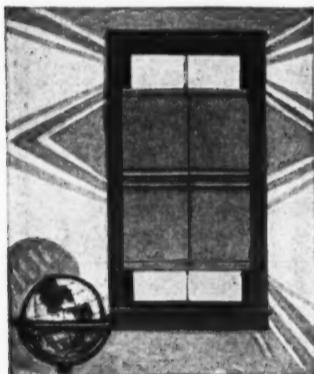
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### ECONOMY ADJUSTMENTS IN A SMALL SCHOOL

(Concluded from Page 41)

able to go to college this year so they are postgraduates, taking two regular subjects which they wanted. The rest of the time is spent in the office and library. We pay them enough to buy their clothes and to give them some spending money. They are glad to get the small salaries and are progressing educationally. Of course, it is not ideal, but it does for the present. Neither of the girls is as efficient as the former clerk, because they have had no experience, but they work rapidly and efficiently enough so that we can get along. The combined pay of the two is about one third of the former clerk's salary.

#### Janitorial Service

Much as we disliked to cut down his income, we found it advisable to put one of our janitors on a part-time basis for the fall and spring, when the firing is light and there is no snow. In the winter, he works full time and helps in the cleaning and heating. The man is elderly, with two grown sons at home, both of whom have steady jobs. So far, our standards of janitorial work have not greatly suffered, although there had to be some slackening. Can we not get along with less efficient building conditions rather than have our teaching staff cut still further?

To avoid paying monthly service charges, we found it possible to have the telephone and gas services cut off for the summer months. Being without gas caused scarcely any inconvenience, although the loss of the telephone did mean more use of the automobile and more walking — a minor inconvenience.

#### Instructional Service

Certain educational leaders, I fear, have done considerable damage to the cause of the schools, by insisting that salaries should be maintained at 1929 levels, and that the size of the staffs remain intact. Anyone who would consider doing anything else has been held up as a traitor to the cause. While every

schoolman would like to maintain the *status quo* of the 1920's, the men on the firing line know that this has been impossible. One might well liken the recent situation to a gale of wind. In meeting the attack, the mighty oak stands rigid, but is often uprooted because it will yield not a particle. On the other hand, the limber sapling bends to the gale and springs back upright and unharmed, as soon as the wind is over. Educational leaders who have persisted in standing firm and who have not yielded a bit, have been in great danger of being uprooted like the oak. Further, as I have indicated above, the operation performed by unskilled hands is much more likely to result fatally than one undertaken by an expert. Those educators who would not wield the pruning knife themselves have seen the ax picked up by the politician, the reactionist, or, at best, a layman friend. If schoolmen would not act themselves, then others have acted for them. So the writer states that it does not pay to be obstinate in opposing the inevitable. Lead for the right things, but where a community cannot possibly continue at a given level, it is best to minimize the damage as much as possible. Accepting the reductions as necessary and showing a willingness for the schools to stand their part of the inevitable readjustments which affected everybody, has made more friends for the schools than the other procedure and has resulted in less harm to educational standards in the long run.

This being the case, I am prepared to state frankly that cuts were made in salaries, and that I helped to make adjustments. Two of the salary cuts have amounted to 25 per cent. This was too much, as the reduction in living costs did not warrant such slashes. But the cuts were inevitable, because the school funds sufficient to operate the schools five months were tied up in a closed bank, 60 per cent of the school taxes were unpaid, and our possible income was further cut by the 15 mill tax limitation set by the Michigan legislature.

Some staff reductions have been made, but not many. These have been put into effect, but with great reluctance. At that, we have been able to



## Reduce Blackboard Costs

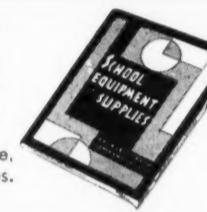
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avoid eliminating a single subject from our curriculum. Having fewer teachers has resulted in larger classes, but that is all. Our classwork is on a high plane because we have been careful to hire only experienced teachers who know, with the help of special techniques, how to handle large groups of pupils. It isn't an ideal situation, but so far as we can find out, our efficiency in subject-matter attainment is as great as ever. We hope to return soon to conditions as good or better than those of 1929, because we feel that mastery of subject matter is not the whole thing that there is to a school.

I think that the reader will recognize that the things listed have not been in any way radical and are distinctly better than some of the revolutionary changes forced upon some school systems by outside groups.

### A RENAISSANCE EDUCATIONIST

(Concluded from Page 32)

oath at tennis, Vittorino seizing him by the hair boxed his ears, and Carlo far from resenting it, would not be consoled till he had gained forgiveness. But the master liked praising better than blaming, and had been known to weep with joy over a good composition."

Vittorino was an educationist who, before Rousseau, preached a return to nature, and indeed, it might be claimed, with more rational moderation. Rousseau confused the primitive with the natural. His idea was the uncontaminated savage. Vittorino's was no mechanical simplification, but a real and attainable simplicity, with an ideal of a man nurtured in the rich treasures of civilization, breathing the keen air of an intellectual life, and not stifled by the luxuries or bewildered by the complexities which civilization has brought. From Vittorino is descended, directly or indirectly, the educational philosophy of most of the reformers of the eighteenth century. Pestalozzi and all the other later reformers owe him much — though they are generally unconscious of it — that has traveled to them by devious channels from his Mantuan academy in the fifteenth century.

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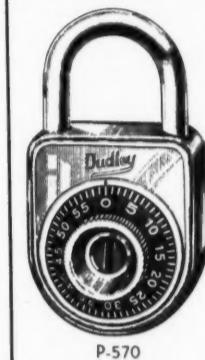
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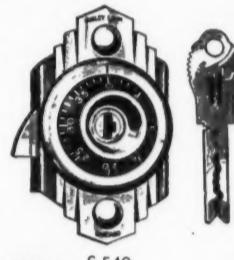
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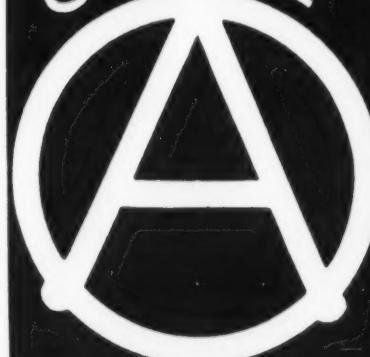
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# After the Meeting

## SCHOOLBOY HOWLERS

Collected by H. Ainsworth

Acrimony is another name for marriage. Jacob went in search of the golden fleece. The streets of London are often pinned down by lamp posts.

Many new faces toed the line at our school walking match.

Abraham, after the sacrifice of Isaac, called the place Rio Janeiro.

A deacon is the lowest form of Christian.

Esau was a man who wrote fables and sold his copyright for a mess of potash.

The British Constitution is a sound one, but on account of its insolent position it suffers from fogs.

The Minister of War is the clergyman who preaches to the soldiers in the barracks.

Julius Caesar was murdered in the Cenotaph.

The battle was fought at sea. It was one of those battles in which the bowmen did better work than the cavalry.

The Romans have left tasseled pavements.

The next episode was "many evil merryment" (medieval merriment).

A halibut is a combined spear and battle ax.

An appendix is a portion of a book which nobody has yet discovered to be of any use.

Man is the only animal who can strike a light.

"What angle wakes me from my floury bed?"

An abstract noun is one that cannot be heard, seen, touched, or smelt.

An interjection is a sudden explosion of mind.

Fallacy is another name for suicide.

Epics describe the brave deeds of men called epicures.

Genius is an infinite capacity for picking brains.

Things which are impossible are equal to one another.

## How Could He?

The schoolmistress was giving her class of young pupils a test on a recent natural history lesson.

"Now, Bobby Jones," she said, "tell me where the elephant is found."

The boy hesitated for a moment; then his face lit up.

"The elephant, teacher," he said, "is such a large animal it is scarcely ever lost." — *Montreal Star*.

## Carrying the Class Along

Chemistry Teacher (demonstrating an experiment): "If the contents of this glass would explode, I should be blown through the roof." Then, to give the students a better view of the experiment, he said, "Come closer so you can follow me." — *Scholastic*.

## Emblems in Life

"Daddy," said the little girl, "teacher told us today that the olive branch is the emblem of peace. What is the emblem of war?"

"Orange blossom," grunted her parent.

## Mother's Idea

Teacher: "Willie, can you tell me how matches are made?"

Willie: "No, miss, but I don't blame you for wanting to know."

"What on earth do you mean?"

"Mother says you've been trying to make one for years."

## The Future

The subject given them being "The Future," one schoolboy wrote: "We are told not to be anxious about the future, as the future will come in time."

Another youngster cogitated this gem: "We are taught in the Sermon on the Mount not to think of the future, because the evil we do in one day is sufficient."

## Her Reason for Attending

(Copy of a letter received by an Indiana teacher.)

Dear Madam — My Betty Said you said she smelt Bad. Far that goes she dosent smell have as bad as Some others. I send her to school for her to be taught and not smelt.



## Not Much

Friend: What is your son taking up in college this year?

Dad: Space, nothing but space!

# Buyers' News

## TRADE PRODUCTS

**Alundum Rubber-Bonded Safety Treads.** The Norton Company, Worcester, Mass., has announced its new Alundum Rubber-Bonded Safety Treads, which have been made available in three colors — red, green, and buff — in addition to the original black. The treads are made in the same sizes as the black and have the same features. They have a surface which is highly nonslip even at the nosing edge and entirely permanent so that it will not wear smooth.

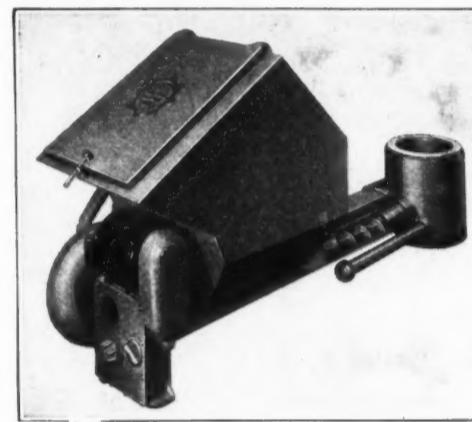
The treads are not affected by weather conditions and their nonslip effectiveness is not reduced by water, so that they are suitable for outdoor as well as indoor use. The treads have proved popular with architects and school-maintenance authorities.

Complete information may be obtained by any architect, or school official, upon request.

**New Link-Belt Underfeed Screw Stoker.** A new type of underfeed screw-type stoker has been recently perfected by the Link-Belt Company, 910 South Michigan Ave., Chicago, and has been offered for use in schools and institutions.

This new unit rounds out the Link-Belt stoker line, to include the entire range of boiler capacities from the home size to the 250-h.p. institution boilers for heating purposes.

The newest Link-Belt unit is intended for small schools and has a hopper capacity of 500 pounds of



THE NEW LINK-BELT STOKER

coal. The hopper is only 26 inches above the floor level, which makes for easy filling. The transmission is fully inclosed, is provided with positive lubrication, and is arranged for five speeds, which are ample for all weather conditions.

The new stoker is fitted with an accessible clean-out door, a smoke arrester, and a convenient retort cleaner. To prevent any possible damage to the mechanism, a replaceable shear pin has been introduced. The new stoker has been widely tested under typical conditions so that every possible difficulty has been eliminated.

**Link-Belt Stoker Book.** The Link-Belt Company, 910 S. Michigan Ave., Chicago, Ill., has just announced its new nontechnical booklet, entitled *Firing Method Modernized* showing the relative advantages of automatic underfeed firing of boilers and hand-firing.

The book illustrates in graphic and pictorial form,



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such features as smoke elimination, uniform temperatures and pressures, coal savings, and firing efficiency. Fuel economy and labor savings are made especially clear.

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**Bausch & Lomb Life-Long Binoculars.** The Bausch & Lomb Optical Company, Rochester, N. Y., has issued a 40-page booklet describing and illustrating its complete line of "life-long" binoculars. The Bausch & Lomb binoculars are scientifically designed, the castings are made in the firm's own foundry, the machining is done in their own shops, and the glass is made in their own glass plant.

The firm manufactures prism binoculars of highest quality to meet various uses; high-power glasses for observation at great distances; medium-power glasses for studying moderately distant objects; and lower-power glasses for use in following moving objects.

Complete information and prices may be obtained by any school official upon request.

**Dudley Lock Occupies New Quarters.** Announcement has been made by George D. Full, president of the Dudley Lock Corporation, Chicago, that the firm has moved into new and larger quarters at Franklin and Randolph Streets.

The new quarters are required to take care of an expansion of activities of the Dudley Corporation, which has been for years the leading manufacturer of combination padlocks, wall safes, vaults, and keyless door locks. The firm has recently perfected a new-type lock which promises to be one of the most outstanding developments in the field in recent years.

**Colgate-Palmolive-Peet Moves Office to Jersey City.** The executive offices of the Colgate-Palmolive-Peet Company have been removed from Chicago to New Jersey as an efficiency measure. They thus return to the original home of the firm on the Jersey City waterfront, so familiar with its huge clock to all New Yorkers. The change carried some four hundred people from Chicago to the East and enables a centralizing and unification of purchasing, importing, manufacturing, sales, and financing in a way not possible in the past. The firm has recently expanded its school department by adding to its executive and sales staffs a number of men thoroughly familiar with the special problems of school-building maintenance and health education and ready to give aid in the solution of local school buying problems. Correspondence from school authorities on these problems will receive attention at the Jersey City offices.

**New Code for Plumbing Industry.** A new code for the plumbing industries and its allied interests has just been announced by the Plumbing and Heating Industries Bureau in Chicago. The code, which was formulated by the plumbing fixture, brass goods, and toilet-seat industries, prohibits the sale of "culls" or sub-

grade plumbing materials within the boundaries of the United States. The code is intended to safeguard the interests and health of the consumer of plumbing goods and to effectively prevent the marketing of inferior pieces so as to insure against abuses in the trade.

Protection of the consumer is assured by the provisions of the code relating to the branding or marking of plumbing fixtures with the name of the manufacturer. All manufacturers, under the code, must mark or identify in some manner all products, and the false branding or marking of any product either as to grade, quality, quantity, substance, character, nature, origin, size, or finish is prohibited.

The code provides that all employers must conform to certain standards of health, safety, and sanitation to be set up by the code authority.

**New Portable Vacuum Cleaner.** The Spencer Turbine Company has just announced the marketing of a new heavy-duty portable vacuum cleaner intended especially for school use where under present economic conditions a permanent installation is impossible. The machine is mounted on wheels and weighs, with motor, only 120 pounds. It stands 36 in. high and is fitted with a 3/4-h.p. motor and 50 ft. of rubber-covered extension cord. The machine produces 1 11/16 in. of vacuum with a 7/8-in. orifice and 2 3/4 in. mercury vacuum with a 5/8-in. orifice. It is in every way up to the standards set by the older types of Spencer vacuum cleaners.

**Celotex for Sound Insulation.** The Celotex Company, 919 N. Michigan Ave., Chicago, Ill., has issued its new *Technical Bulletin No. 10b*, which discusses the theory of sound insulation and the Celotex method of sound insulating walls and floors.

The Celotex Company has made extensive scientific tests on sound insulation, which have resulted in the discovery of important facts relating to sound-insulating values and sound-insulating efficiency. These tests have sought to determine the effect of distance and sound absorption and the effect of noise level.

The bulletin may be obtained by any architect, or school official, upon request.

## EIGHTH JANITOR-ENGINEER SCHOOL AT TOPEKA, KANSAS

The eighth janitor-engineer school for janitors and engineers will be held at Topeka, Kans., from June 11 to 15, and at Wichita, from June 4 to 8. The sessions will be held in the Central Intermediate School, Wichita, and in the Crane Junior High School, Topeka, and will be under the direction of Laurence Parker, of Pittsburgh.

The program has been planned and arranged by the Kansas

Janitor-Engineer Association and the public schools of Kansas, with the co-operation of the Kansas State Board of Vocational Education. The faculty is composed of a housekeeping group of seven instructors, and a heating and ventilating group of three instructors.

The classes will this year be operated for janitors who have completed housekeeping instruction, and for engineers who do not have janitor duties, and the program has been arranged to fit the needs of these two classes of workers. Attendance in heating and ventilating classes is credited on a certificate which is issued after two years' attendance.

### CWA PROGRAM OPERATED AT NEVADA, IOWA

Practical CWA and emergency educational programs were recently operated in the rural community of Nevada, Iowa, under the direction of Ralph Morgan, superintendent of schools. The CWA program called for regrading the playground and parking area around the school, the building and painting of 250 feet of fence, the cleaning of the yard, and the care of shrubs. The work in the school building included repairs to the heating and ventilating system, the painting of the interior, and the renovation of the electric lighting system. The program of work was completed at a cost of \$230 to the district, and \$1,000 in labor paid by the CWA administration.

The emergency educational program was put into operation with the employment of three additional teachers and a nurse. One class of 26 was organized in a nursery school, operated on a daily program, with lunch and sleeping periods. In an adult class, there was an enrollment of 25 in instrumental music. These met twice weekly for rehearsals and appeared twice in public programs. A class in vocational agriculture was in operation for five weeks.

The nurse conducted physical examinations of 220 pupils, recording height and weight, etc. Dental work was conducted in a similar manner. Plans have been made for an immunization test.

### PUBLICATIONS

#### Hazards in Berkeley School Buildings

By Clara F. Andrews. Paper, 20 pages. Issued by the state division of architecture, Department of Public Works, Sacramento, Calif. Prepared at the request of the Berkeley board of education, the report represents the results of a thorough inspection, supplemented by a complete structural analysis, carried on under the supervision of Mr. Preston M. Jones. It recommends the rebuilding of schoolhouses under the state law regarding the safety of the buildings against the dangers of earthquakes.

#### Bibliography of College and University Buildings, Grounds, and Equipment

By Henry Lester Smith and Forest R. Noffsinger. Paper, 199 pages. Bulletin No. 2, March, 1934, of the Bureau of Cooperative Research, Indiana University School of Education, Bloomington, Ind. This bulletin is intended as a first step toward the improvement of college and university buildings, and includes all the recent literature on the subject, listed and classified for intensive study. The bibliography will be a valuable aid to school officials and students of education who are interested to see that college plants are as economical and efficient as are elementary- and high-school plants.

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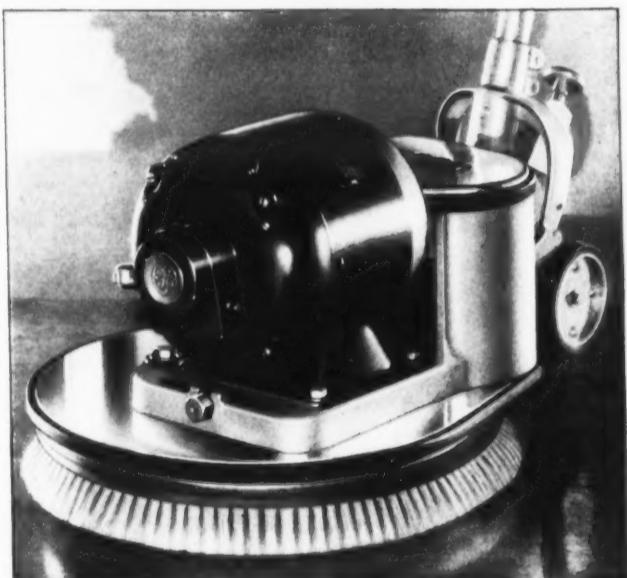
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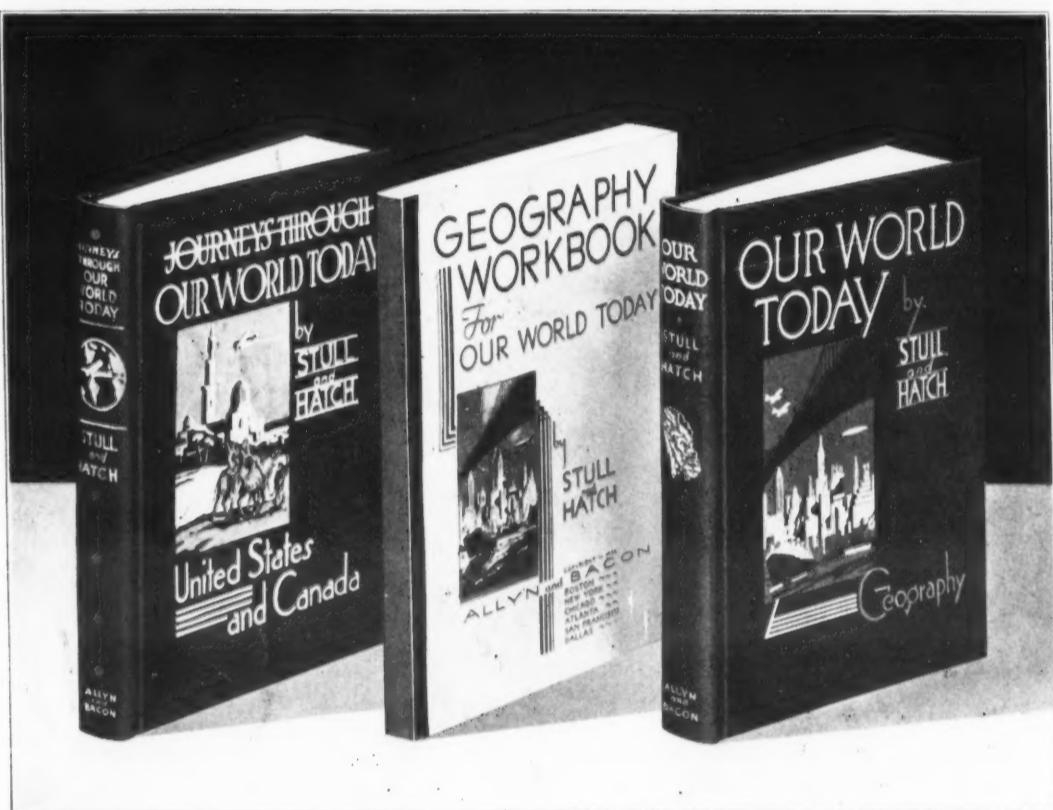
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